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# LEGISLATIVE DOCUMENTS

SUBMITTED TO THE

## Twenty-ninth General Assembly

OF THE

## STATE OF IOWA

Which Convened at Des Moines, January 13, 1902.

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ALBERT B. CUMMINS;	-	-	-	-	-	Governor
JOHN HERRIOTT,	-	Lieutenant-Governor and President of the Senate				
W. B. MARTIN,	-	-	-	-	-	Secretary of State
FRANK F. MERRIAM,	-	-	-	-	-	Auditor of State
G. S. GILBERTSON,	-	-	-	-	-	Treasurer of State
RICHARD C. BARRETT,	-	Superintendent of Public Instruction				
CHARLES W. MULLEN,	-	-	-	-	-	Attorney-General
WILLARD L. EATON,	-	-	Speaker of the House of Representatives			

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VOLUME III.

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DES MOINES  
B. MURPHY, STATE PRINTER  
1902





## VOLUME I.

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- No. 1. Message.
  - No. 2. Inaugural.
  - No. 3. Report of Auditor.
  - No. 4. Report of Treasurer.
  - No. 5. Report on Pardons.
  - No. 6. Report of Criminal Convictions.
  - No. 7. Report of Land Department.
  - No. 8. Report of Custodian of Public Buildings.
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## VOLUME II.

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- No. 9. Report of Adjutant-General.
  - Report of Railroad Commissioners for 1900.
  - Report of Railroad Commissioners for 1901.
  - Railway Assessment for 1901.
  - Railway Assessment for 1902.
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- No. 17. Report of State Normal School.
- No. 18. Report of Fish Commissioner.
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- No. 20. Report of Mine Inspectors.
- No. 21. Report of Board of Health.

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**Report of Board of Control.**

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**No. 26. Report of Oil Inspections.**

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**No. 28. Report of Dairy Commissioner for 1901.**

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**Insurance Report for 1901. Volume I. Fire.**

**Insurance Report for 1901. Volume II. Life.**

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## **VOLUME VII.**

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**Insurance Report for 1902. Volume I. Fire.**

**Insurance Report for 1902. Volume II. Life.**

SECOND BIENNIAL REPORT  
OF THE  
ATTORNEY - GENERAL  
OF THE  
STATE OF IOWA.

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CHARLES W. MULLAN,  
ATTORNEY-GENERAL.

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Transmitted to the Governor, January, 1902.

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PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

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DES MOINES:  
B. MURPHY, STATE PRINTER  
1902.



## REPORT.

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STATE OF IOWA,  
ATTORNEY-GENERAL'S OFFICE, }  
DES MOINES.

*To the Honorable Albert B. Cummins, Governor of Iowa:*

In compliance with the requirements of law, I hereby submit to you a report of the business transacted by this office during the years 1900 and 1901.

Schedule "A" is a complete list of all criminal appeals submitted to the supreme court of which disposition has been made.

Schedule "B" is a list of all of the civil cases tried in the different courts of the state and of the United States, with the results of such trials.

Schedule "C" is a statement of all criminal and civil cases pending on the first day of January, 1902.

Schedule "D" is the official written opinions delivered by this office during the years 1900 and 1901.

### CRIMINAL APPEALS.

The policy of this office, that all appeals in criminal cases shall be submitted to the supreme court at as early a day as can be reasonably done, has been followed as strictly as is practicable, and the results have been satisfactory. It is now generally understood by the members of the bar throughout the state that unnecessary delays in the determination of appeals in criminal cases cannot be obtained, and the cases are as a rule promptly prepared and submitted for determination by the supreme court.

Comparatively few of the judgments of the district courts in criminal cases are reversed by the supreme court, and this fact is evidence of the ability and care with which this class of cases is tried in the district courts of the state. The criminal laws of the state are as a rule wisely and faithfully administered, and generally well enforced throughout the state.

During the past year there has been an unusual number of murder cases tried in the district and supreme courts. I am unable to suggest any reason why this condition exists. Not-

withstanding this fact, the criminal statistics of the state compare favorably with those of other states, and our people are, as a rule, law abiding citizens.

#### CIVIL CASES.

Schedules "B" and "C" furnish information as to the status of the civil cases in which the state is a party, and it is not deemed necessary to refer to all of such cases here in detail.

The most important of this class of cases now pending in the courts are what is known as

#### THE LAKE BED CASES.

When the original government survey of the lands within the state of Iowa was made, many lakes were meandered and excluded from the public lands claimed by the government, which have since become dry, either by natural or artificial means. The drying up of these lakes has left large tracts of land which were not included in the government survey, and the question as to the ownership of such lands is now involved in several suits pending in the district courts.

It is the claim of the state that it holds the absolute title to all lakes and lake beds within the state under its right of sovereignty, while it is urged on the other hand, by those opposed to the claim made by the state, that such lake beds were, and are, a part of the swamp lands of the state, which passed from the government to the state, and from the state to the county in which the same are situated, and from the counties to individual purchasers.

The case of Rood v. Wallace is now pending in the supreme court of the United States upon a writ of error to the supreme court of the state, the state of Iowa, as intervenor therein, being the plaintiff in error. The case has been argued fully in print, and will be submitted for determination at the October term of the supreme court of the United States.

Another case of like character is pending in the district court of Greene county, and it is hoped that a decision of these cases will determine the rights of the state in the lake bed lands.

#### COLLATERAL INHERITANCE TAX.

The law imposing a tax upon collateral inheritance has been before the supreme court in several cases for construction, and many questions involved have been determined by that court. Questions are, however, continually arising as to the interpreta-

-tion and intent of this law which have not been settled by the courts, and which are frequently difficult of determination. The solution of these questions has imposed a large amount of labor upon this office.

The law has in some respects been criticised as imposing a hardship upon persons who succeed to property subject to the collateral inheritance tax. One case where such criticism was made came to this office for determination.

The decedent was a resident of Pennsylvania and owned real estate in Iowa. By the terms of his will he directed that all of his real estate be sold and converted into personalty, and then divided among certain collateral heirs.

Under the laws of Pennsylvania, a will which provides that real estate shall be converted into personalty, draws to the jurisdiction of that state such real estate as personal property of the deceased, although it may be situated in another state; and under the decisions of the courts of that state such real estate becomes liable to pay the collateral inheritance tax imposed by the laws of Pennsylvania.

Under our statute there is no doubt that real estate situated within this state is liable for the collateral inheritance tax imposed by the laws of this state, and the diverse holding of the separate jurisdictions thus makes such property subject to double taxation. This is undoubtedly a hardship upon the persons who succeed to the inheritance of such real estate, but I see no way out of the difficulty, except for the supreme court of Pennsylvania to reverse its decision as to the liability of real estate located elsewhere than within its jurisdiction to pay a collateral inheritance tax within that state. The holding of that court has, by the courts of several states, been criticised as being clearly illogical, and not in harmony with the taxing powers of the several states.

On the whole, however, I believe the collateral inheritance tax law is salutary in its effect, beneficial to the state, and produces a revenue with as little hardship as any system of taxation which has been devised.

#### CORPORATIONS.

The law requires the attorney-general to examine and approve the articles of incorporation of certain classes of insurance companies, and the amendments thereto, before the same can be approved by the auditor of state and a certificate issued to such



company giving it the right to transact business within the state.

This provision of the statute necessarily also brings to the attorney-general for examination the policies and contracts proposed to be issued by such insurance companies, as well as their by-laws which fix the method of transacting their business. Such examination imposes upon the attorney-general a large amount of labor and responsibility, and there should, in my judgment, be a provision of law requiring insurance companies to pay a reasonable compensation for such labor.

In my opinion all articles of incorporation required by law to be filed with either of the state departments, should be submitted to the attorney-general and to the executive council for approval, and that no grant of corporate rights or of corporate franchise should be made by the state except upon such approval.

Corporations seeking corporate franchises and powers from the state should submit to the attorney-general and to the executive council not only their articles of incorporation, stating in general terms the character of the business of the corporation, but a complete plan of the business sought to be transacted by such corporation, stated in detail, that such officers may determine before a corporate franchise is granted by the state and a certificate issued to such corporation authorizing it to transact business within the state, whether the business which it proposes to transact is a legitimate business, and not opposed to the public policy of the state.

A large portion of the entire business transacted within the state is done by incorporated companies, and many corporations are asking that their articles of incorporation be filed by the secretary of state and a certificate issued permitting them to transact business, which, to say the least, is of doubtful legitimacy. Bond and investment companies, co-operative and home building associations and other companies and associations of like character, have multiplied rapidly throughout the state, and are claiming the right to transact business within the state, practically without the supervision of any of its officers.

While the power to determine whether the business proposed to be transacted by a corporation is legitimate, must necessarily, in some degree at least, be lodged with the secretary of state or other officer to whom the articles of incorporation are presented for filing, the right to reject and refuse to file articles of incorporation of companies seeking to transact a business which is against public policy, should be clearly defined by law and, in my

judgment, lodged with the attorney-general and the executive council.

No corporation desiring to transact a legitimate business within the state can object to its articles of incorporation being examined and passed upon by the attorney-general and the executive council, and such a law would have the effect of preventing the organization of companies for the purpose of transacting a business of doubtful legitimacy.

#### INSURANCE LAWS.

The insurance laws of the state are inadequate for the government and control of insurance companies doing business therein. They are incongruous, inharmonious and conflicting, and I believe it would be wise for the legislature to repeal every line of the present insurance laws and enact a complete, harmonious and adequate insurance law by which the various kinds of insurance would be classified and the rights and duties of insurance companies clearly defined.

Iowa has been a fruitful field for the organization of insurance companies. Many companies have been organized within the state apparently for the sole benefit of the managers thereof, and without regard to the interests of the members or policy holders. Under the present law it is practically impossible to prevent the organization of such companies.

An insurance department should, in my judgment, be created by the legislature, which should have the supervision and general control of all classes of insurance, including fraternal benefit societies.

#### BOARD OF LAW EXAMINERS.

The creation of a state board of law examiners by the twenty-eighth general assembly has imposed upon the attorney-general a considerable amount of additional labor. The preliminary work required for the examination of the applicants by the board, necessarily falls upon him as chairman thereof. The operation of the law to the present time has been very satisfactory, and I have no doubt that the ultimate result will be very beneficial to the bar of the state.

In this connection I desire to bear witness to the fidelity and ability of the other members of the board in the work of carrying out the provisions of the law relating to the examination of applicants to the bar. The members were happily selected by

the supreme court, and the work of the board has been most harmonious.

#### MONEY RECEIVED.

The only money received by me to the present time is the sum of \$37.90, which was unexpended balance of the amount required to be deposited with the clerk of the United States supreme court for costs in *Campbell v. Waite*, which was taken to that court upon a writ of error by the state. The amount was received by me April 17, 1901, and on the same day paid to the state treasurer, whose receipt I hold therefor.

#### NEEDS OF THE OFFICE.

There is now allowed by law an assistant attorney-general who receives an annual salary of \$1,200. In my judgment this sum is insufficient compensation for the labor of a lawyer who is fitted by education and training to do the work of an assistant in this office.

I call attention to what was said by my predecessor in his last biennial report upon the subject, and the comparisons which he makes between the compensation paid the assistant in the attorney-general's office of this state and other states having substantially the same population. The office of assistant attorney-general must be filled by one who has received a liberal education and thorough training in law, and has had experience in the practice, and yet the salary which is fixed by the legislature as compensation for the time and services of a person so equipped, is \$1200—less than is paid the clerks in other departments of the state.

A bill was introduced in the senate at the last session of the general assembly raising the salary of the assistant attorney-general to \$2,000. The committee on compensation of public officers reported it back for passage amended so as to make the compensation \$1,500. In this form it passed the senate, but did not pass the house. The same session of the legislature raised a number of the salaries of the clerks and bookkeepers in the different departments, and many of them are now receiving a salary in excess of that paid the assistant attorney-general.

I find no fault with the legislature for raising the salaries of clerks and bookkeepers in the state departments, as I believe the state should pay its employes liberally; but I think the legislature has fallen into a serious error when it expects to obtain a trained lawyer, competent to perform the work required of an

assistant in the office of the attorney-general, for \$1,200 a year, I hope the next legislature will see the necessity of fixing an adequate compensation for this office.

A set of the reports of the supreme court of the United States is greatly needed in this office. Aside from the reports of our own court, the reports of no other court are so frequently consulted, and it is a great drawback and hindrance to the prosecution of the work of the office to be compelled to go or send to the library whenever it is necessary to examine a decision contained in one of these reports.

The idea appears to have grown up in the minds of the people, and particularly of the legislators of the state, that the work of the office of the attorney-general can be successfully performed without a well equipped office. Nearly a hundred briefs and arguments in cases are written in a year, nearly as many opinions prepared upon important questions during the same length of time; a large number of briefs in the courts of the state in civil cases must be prepared and the general routine work of the office transacted. All this is expected of the office with a meager equipment and an insufficient and underpaid office force.

It is a great draft upon the time of the attorney-general and his assistants to be compelled to go to the state library every time it is necessary to examine a case contained in a report of the supreme court of the United States. The cost of a set of these reports is small, and they should be made a part of the equipment of the office.

In conclusion, permit me to express my appreciation of the courtesy extended to me by you and the other officers of the state with whom my official duties have brought me in contact, and to say that our relations have been most pleasant during my term of office. I also acknowledge the faithful and valuable services of my assistant, Mr. Chas. A. Van Vleck, and the other members of my office force. If the work of the department is deserving of any commendation, it is largely due to the efficient manner in which they have discharged their duties.

Respectfully submitted,

CHAS. W. MULLAN,

*Attorney-General.*

# SCHEDULE "A."

The following is a list of criminal cases submitted to the supreme court, and also rehearings asked during the years 1900 and 1901, and the final disposition of the cases:

TITLE OF CASE.	COUNTY.	DECISION.	OFFENSE.
State v. Wm. M. Bair, appellee.....	Audubon.....	Reversed December 20, 1900.....	Practicing medicine as an itinerant physician.
State v. Wm. ....	Case .....	Affirmed April 18, 1900.....	Incest.
State v. Jane .....	Linn .....	Affirmed December 18, 1901 .....	Keeping house of ill-fame.
State v. Theo. ....	Clinton .....	Reversed October 18, 1900 .....	Murder.
State v. Jesse .....	Hamilton .....	Reversed December 19, 1900 .....	Seduction.
State v. Chas. ....	Mitchell .....	Affirmed October 20, 1900 .....	Burglary.
State v. Wm. ....	Johnson .....	Affirmed May 28, 1900.....	Assault with intent to commit murder.
State v. John .....	Howard .....	Affirmed December 20, 1901 .....	Perjury.
State v. L. R. Dove, appellant.....	Cerro Gordo .....	Reversed October 9, 1901.....	Murder.
State v. Joseph Burns, appellant.....	Dubuque .....	Reversed on rehearing April 10, 1900 .....	Seduction.
State v. Max Bysong, appellant.....	Fayette .....	Reversed December 19, 1900 .....	Assault with intent to inflict great bodily injury.
State v. Chas. C. ....	Linn .....	Affirmed May 24, 1900 .....	Rape.
State v. S. E. C. ....	Warren .....	Reversed October 4, 1900.....	Obtaining property by false pretense.
State v. James ( .....	Jones .....	Affirmed February 6, 1900 .....	Burglary.
State v. Irvin Ch .....	Sac .....	Affirmed October 2, 1900.....	Keeping house of ill-fame.
State v. Simon Clipper and Fred Klocke, appellants .....	Allemaquee .....	Dismissed January 27, 1900 .....	Arson.
State v. S. D. Clough, appellant.....	Warren .....	Affirmed October 8, 1900 .....	Perjury.
State v. John Coontz, appellant .....	Wayne .....	Affirmed October 24, 1901 .....	Assault with intent to commit murder.
State v. Joe Cordroy, appellant.....	Polk .....	Affirmed October 24, 1900.....	Robbery.
State v. James Cunningham, appellant.....	Audubon .....	Affirmed May 8, 1900 .....	Murder.
State v. Thomas Dally, Jr., appellant.....	Iowa.....	Reversed April 10, 1901.....	Seduction.

State v. A. I. Dexter, appellant.....	Hancock .....	Affirmed October 8, 1901 .....	Obtaining property under false pretense.
State v. R. C. Dionell, Jr., appellant.....	Polk .....	Affirmed October 24, 1900 .....	Burglary.
State v. D. W. Doss, appellant.....	Clark .....	Petition for rehearing overruled May 11, 1900 .....	Keeping a gambling house.
State v. James H. Easton, appellant.....	Wayette .....	Reversed May 8, 1900 .....	Fraudulent banking.
State v. S. G. Edmonds, appellant.....	Calhoun .....	Dismissed April 18, 1900 .....	Injury and destruction to grain growing on land.
State v. J. H. .....	Clay .....	Affirmed October 2, 1900 .....	Embezzlement.
State v. Ted E .....	Mahaska .....	Reversed February 5, 1900 .....	Maintaining a liquor nuisance.
State v. Jacob .....	Keokuk .....	Reversed October 4, 1901 .....	Murder.
State v. Wm. .....	Des Moines .....	Reversed April 10, 1900 .....	Robbery.
State v. .....	Marshall .....	Reversed December 18, 1901 .....	Murder.
State v. .....	Harding .....	Affirmed April 10, 1901 .....	Maintaining a liquor nuisance.
State v. .....	Greene .....	Reversed May 11, 1900 .....	Abortion.
State v. .....	Lyon .....	Affirmed April 10, 1901 .....	Seduction.
State v. John .....	Appanoose .....	Affirmed April 10, 1900 .....	Burglary.
State v. B. H. .....	Polk .....	Affirmed October 24, 1900 .....	Breaking and entering a building.
State v. John .....	Fayette .....	Dismissed October 11, 1900 .....	Gambling for money.
State v. Jesse .....	Clinton .....	Petition for rehearing overruled May 11, 1900 .....	Murder.
State v. Iowa .....	Decatur .....	Affirmed December 21, 1901 .....	Burglary.
State v. Mrs. J .....	Franklin .....	Affirmed May term, 1901 .....	Maintaining a nuisance.
State v. G. C. .....	Cass .....	Affirmed October 20, 1900 .....	Larceny. (Two cases of like nature.)
State v. John J .....	Franklin .....	Reversed January 25, 1900 .....	Using false weights.
State v. Chas. .....	Polk .....	Reversed October, 1901 .....	Assault with intent to commit rape.
State v. Earl K .....	Audubon .....	Affirmed December 18, 1901 .....	Larceny from a person.
State v. C. S. K .....	Keokuk .....	Reversed October 4, 1900 .....	Seduction.
State v. Thomas .....	Page .....	Affirmed May 9, 1900 .....	Libel.
State v. William .....	Jones .....	Reversed October 1, 1901 .....	Breaking from penitentiary.
State v. Albert .....	Jasper .....	Reversed October 2, 1900 .....	Seduction.
State v. Geo. Lee, appellant.....	Linn .....	Affirmed October 11, 1901 .....	Depositing dynamite bomb on doorstep of dwelling house.
	Ringgold .....	Reversed April 10, 1901 .....	Abortion.

## SCHEDULE "A"—CONTINUED

TITLE OF CASE.	COUNTY.	DECISION.	OFFENSE.
State v. ....	Wright .....	Reversed December 21, 1901 ..	Prostitution.
State v. ....	Mitchell .....	Reversed October 9, 1901 ..	Larceny.
State v. ....	Dubuque .....	Reversed October 8, 1900 ..	Murder.
State v. Norman McPherson, appellant.	Louisa .....	Affirmed October 7, 1901 ..	Murder.
State v. C. H. Macy and E. D. Turner, appellants.	Lee .....	Affirmed October 2, 1901 ..	Breaking and entering a building.
State v. L. F. " "	Polk .....	Reversed April 10, 1901 .....	Embezzlement.
State v. Ant .....	Linn .....	Reversed October 1, 1901 ..	Maintaining a liquor nuisance.
State v. Cla. ....	Devis .....	Affirmed February 1, 1900 ..	Murder.
State v. D. I. ....	Decatur .....	Reversed December 21, 1900 ..	Maintaining a liquor nuisance.
State v. Cha. ....	Taylor .....	Affirmed December 20, 1901 ..	Adultery.
State v. Tho. ....	Clinton .....	Affirmed December 20, 1901 ..	Seduction.
State v. Chas. H. Newhouse, appellant.	Monroe .....	Affirmed December 20, 1901 ..	Larceny.
State v. W. O'Day, appellant.	Howard .....	Affirmed May 23, 1900 .....	Violating pharmacy law.
State v. Harve Owens, appellant.	Davis .....	Petition for rehearing over ruled January 25, 1900 ..	Larceny.
State v. Will Owens and J. L. Perry, appellants.	Hardin .....	Affirmed December 19, 1900 ..	Keeping a gambling house.
State v. Will Owens and M. Evans, appellants.	Hardin .....	Affirmed December 21, 1900 ..	Keeping a gambling house.
State v. John Penny .....	Emmet .....	Affirmed December 19, 1900 ..	Murder.
State v. J. L. Perry, appellant.	Hardin .....	Affirmed May 21, 1900 .....	Maintaining a liquor nuisance.
State v. Frank Peterson, appellant.	Clinton .....	Affirmed April 11, 1900 .....	Rape.
State v. E. A. Pinckney, appellant.	Winnebago .....	Affirmed April 12, 1900 .....	Maintaining a liquor nuisance.
State v. Henry J. Prins, appellant.	Sioux .....	Reversed January 23, 1901 ..	Forgery.
State v. John Ryan and Jos. Griffith, appellants.	Benton .....	Affirmed April 12, 1901 .....	Burglary.
State v. C. F. Santee, appellee.	Polk .....	Reversed April 12, 1900 .....	Using gasoline for illuminating b'id'g.
State v. G. T. Schlenker, appellee.	Polk .....	Reversed December 23, 1900 ..	Selling adulterated milk.



State v. Robert Schwab, appellant.	Sao .....	Affirmed January 15, 1900	Assault with intent to commit murder.
State v. Fred Sears, appellant	Sao .....	Affirmed October 22, 1901.	Obtaining fish with a seine.
State v. Bruce Sheffer, David Binard and C. C. Hayes, appellants.	Linn .....	Affirmed December 22, 1900	Assault with intent to inflict great bodily injury.
State v. ....	Pottawattamie	Reversed October 5, 1900..	Forgery.
State v. ....	Fremont	Affirmed October 1, 1901.	Murder.
State v. A. F. Smith, appellant	Chickasaw	Affirmed May 29, 1901.....	Larceny.
State v. M. Snyder, appellant	Poweshiek	Affirmed May 28, 1900 ..	Maintaining a liquor nuisance.
State v. J. M. Spayde, appellant	Webster	Petition for rehearing over ruled May 18, 1900 ..	Forgery.
State v. ....	Polk .....	Affirmed October 2, 1900 ..	Arson.
State v. ....	Louisa .....	Affirmed February 6, 1900...	Incest
State v. ....	Louisa .....	Affirmed April 11, 1901.....	Murder.
State v. Geo. Sutton, appellant	Shelby .....	Affirmed December 22, 1900	Perjury.
State v. R. R. Swallum, appellant.	Hardin .....	Reversed April 12, 1900 .....	Maintaining a liquor nuisance
State v. Annet Swanson appellant.	Winnebago ..	Dismissed January 22, 1900	Maintaining a liquor nuisance.
State v. ....	Benton .....	Affirmed April 11, 1900.....	Committing a felony.
State v. ....	Dallas .....	Affirmed December 19, 1900	Obtaining a signature to a written in- strument by false pretense.
State v. Frank Utterson, appellant.	Polk .....	Affirmed October 24, 1900....	Burglary.
State v. Marvin Walters appellant	Clayton .....	Affirmed May 21, 1900 .....	Seduction.
State v. E. A. W	Mahaska .....	Affirmed December 18, 1901	Larceny.
State v. Hiram W	Mitchell .....	Affirmed May 28, 1900 .....	Rape.
State v. Alice Wi	Scott .....	Affirmed October 23, 1900 .....	Larceny from the person.
State v. G. A. W1	Union .....	Affirmed December 18, 1901	Murder.
State v. Orris W Chas. Allum, :	Poweshiek .....	Reversed December 22, 1900	Rape.
State v. A. L. Wc	Madison .....	Affirmed December 20, 1900	Perjury.
State v. Archibald, appellant.	Harrison .....	Affirmed December 19, 1900	Murder.
State v. Owen Worthen, appellant	Benton .....	Affirmed May 8, 1900 .....	Burglary.
State v. David R. Wright, appellant.	Appanoose ..	Reversed May 28, 1900.....	Murder.
State v. David R. Wright, appellant.	Appanoose ..	Reversed December 20, 1900	Murder.
State v. Leonard Wycoff, appellant	Shelby .....	Affirmed October 4, 1900....	Seduction.
State v. Joe Zimmerman and Amos House, appellants	Linn .....	Reversed October 8, 1900...	Keeping a gambling resort.

### SCHEDULE "B."

The following is a list of criminal cases pending in the supreme court of Iowa on January 1, 1902:

TITLE OF CASE.	APPEALED FROM.	OFFENSE.
State v. American Express Co.....	Tama.....	Keeping intoxicating liquors with intent to sell.
State v. Bedison, C. H., et al. ....	Page.....	Having intoxicating liquors in possession with intent to sell.
State v. Berger Ellsworth and Wm. Phillips	Mahaska.....	Robbery.
State v. Booker, Elza .....	Monroe .....	Rape.
State v. Boyd, A. J., Jr. ....	Jefferson.....	Liquor nuisance.
State v. Comer, Frank .....	Cass .....	Rape.
State v. Dunn, Pat. ....	Marshall.....	Murder.
State v. Foster, Lucy.....	Kossuth.....	Assault with intent to murder.
State v. Garety, John.....	Audubon....	Larceny.
State v. Gathman, Albert.....	Pottawattamie.	Seduction.
State v. Gray, John .....	Marshall.	Murder.
State v. Gregory, J. A.....	Pottawattamie	Larceny.
State v. Hammer, M. R.....	Jasper.....	Assault with intent to commit murder.
State v. Hanaphy, Pat. ....	Jefferson.....	Selling intoxicating liquors.
State v. Height, Fred.....	Linn.....	Rape.
State v. Hogan, John.....	Winneshiek....	Burglary.
State v. Hoot, Jerome W.....	Black Hawk....	Assault with intent to commit murder.
State v. Hoessack, Margaret.....	Warren .....	Murder.
State v. Irvin, H. C.....	Madison.....	Purpose of prostitution and lewdness.
State v. Jay, Martin.....	Boone .....	Larceny.
State v. Jamison, G. C., and W. C. Crone.	Franklin.....	Using false weights.
State v. Kuhn, Sarah.....	Keokuk .....	Murder by poisoning.
State v. Locke, John .....	Madison .....	Burglary.
State v. Maxwell, James.....	Keokuk .....	Seduction.
State v. Mungoven, Henry.....	Wapello .....	Assault with intent to murder.
State v. Osborne, C. E. ....	Polk .....	Robbery.
State v. Phillips, Jack. ....	Wapello .....	Murder.
State v. Poulsen, Maggie.....	Audubon.....	Keeping a house of ill-fame.
State v. Sheadler, William.....	Johnson .....	Adultery.
State v. Shunka, Joseph, Jr.....	Benton .....	Assault with intent to commit murder.
State v. Snyder, Geo. W.....	Jefferson.....	Assault with intent to commit rape.
State v. Soper, Hubbell O.....	Washington...	Conspiracy.
State v. Steffens, Geo.....	Scott .....	Rape.
State v. Wheeler, Isaac ..	Boone .....	Rape.
State v. Wright, J. L.....	Jasper.....	Soliciting orders for intoxicating liquors.
State v. Wright, George .....	Muscatine.....	Murder.
State v. Zenas, John W.....	Muscatine.....	Perjury,

## SCHEDULE "C."

The following is a list of civil cases in which the state was interested, for the years 1900 and 1901, pending in the supreme court of the United States:

*Manchester Fire Insurance Company, et al., v. Herriott, Treasurer of State, et al.*

A suit in equity, in the United States circuit court for the Southern district of Iowa, Central division, praying for a preliminary injunction to restrain the enforcement of the provisions of section 1333 of the code of Iowa and to test the constitutionality thereof. To the bill filed the defendants interposed a demurrer. Demurrer sustained and bill dismissed, from which decision plaintiffs have taken a writ of error to the supreme court of the United States, where the case is still pending.

*Edwin O. Rood, et al., v. George A. Wallace, et al., State of Iowa Intervenor, and four other like cases.*

In November, 1895, the state intervened in the above entitled actions pending in the district court of Humboldt county, claiming the title to a tract of land which was formerly known as Owl lake, the same having been meandered by the surveyors of the general government. The plaintiffs claimed under the swamp land grants. The state intervened to recover possession of the land and to have the title of the lake beds of Iowa settled by the courts. The cases were tried in November, 1896. Judgment was rendered February 11, 1897, dismissing the intervenor's petition, from which judgment the state appealed. Upon appeal, the judgment of the lower court was affirmed May 26, 1899, from which decision the state has taken a writ of error to the supreme court of the United States, where the case is still pending.

*Scottish Union and National Insurance Company, of Edinburg, Scotland, and London, England, v. Herriott, State Treasurer. et al.*

An action at law, brought in the district court of Polk county, Iowa, to recover taxes paid defendant as treasurer of the state. Defendant, in his individual capacity, filed a motion to be dismissed from the case, which motion was sustained. In his capacity as treasurer, he filed a demurrer to the petition, which was also sustained. From the decision of the court on the motion and demurrer, the plaintiff appealed to the supreme court, where the judgment of the district court was affirmed October 27, 1899, from which decision plaintiffs have taken a writ of error to the supreme court of the United States, where the case is still pending.

*Edward F. Waite v. A. C. Campbell, Sheriff*

Action before the United States circuit court, Northern district of Iowa. Waite was convicted by the district court of Howard county of violating the state statute. He claimed to be acting as special examiner of the pension department. He appealed to the supreme court of Iowa, and the judgment of the lower court was affirmed. He then sued out a writ of habeas corpus before Judge Shiras, judge of the district court of the Northern district of Iowa, and the petition was heard at Fort Dodge. William Wilbraham, Hon. C. C. Upton and Hon. Thomas D. Healey appeared for the sheriff. The court discharged the petitioner. Because of the important question involved and appeal has been taken by the state to the United States circuit court of appeals, where the judgment was affirmed. The state sued out a writ of error to the supreme court of the United States; the cause was dismissed by that court for want of jurisdiction because no federal question was involved.

The following is a list of civil cases in which the state was interested, for the years 1900 and 1901, pending in the supreme court of the state of Iowa:

*John Herriott, Treasurer of the State, v. L. F. Potter, Administrator of the Estate of John Lawson, Deceased, et al.*

On September 7, 1896, John Lawson, a resident of this state, died, leaving an estate consisting of several tracts of land and considerable personalty, all in this state. On November 11, 1896, there being no heirs at law present and able to take charge of said real estate, L. F. Potter was duly appointed and qualified as administrator of said estate. All of said lands were listed in the office of the clerk of the district court of said county, as subject to the collateral inheritance tax, said real estate being appraised at \$11,900, and the personal property at \$768.95. On June 4, 1900, appellant herein filed in the office of the clerk of said district court a petition praying an order directing said Potter to pay into the office of the treasurer of the state of Iowa the amount of tax due on said estate as provided by law. On June 29, 1900, said Potter filed an answer to said petition, averring, among other things, that said property was not subject to said collateral inheritance tax. On June 29, 1900, the cause was fully tried and submitted to the court, who found and determined that said Lawson departed this life after the enactment of the original collateral inheritance law of this state and before the enactment of the first amendment thereto, and that said appraisement by the collateral inheritance tax appraisers was made since the enactment of the first amendment to the collateral inheritance tax law, and thereupon dismissed appellant's petition and denied his application for an order upon said administrator to pay the tax into the office of the treasurer of state. From said order and judgment of the court, appellant appealed to the supreme court of this state, where the case is now pending.

*State of Iowa v. W. M. McFarland, et al.*

This action was brought in the district court of Polk county, at the September term of court, 1897, upon the official bond of the defendant, to recover damages for the violation of his official duties as secretary of state. The case was tried to a jury at the March term, 1899, and a verdict for

\$1,219, money misappropriated, and \$362.25 as costs on said action was rendered in favor of the state. On this verdict judgment was rendered, from which the state appealed to the supreme court. Defendants served notice of cross-appeal. The case is now being prepared for hearing in the supreme court.

*State of Iowa on the Relation of Milton Remley, Attorney-General, v. Byron F. Meek, et al.*

An action in equity to abate a nuisance caused by using a dam across the Des Moines river at Bonaparte, Iowa, without providing a suitable fish-way as required by law. To the petition an answer was filed, averring the unconstitutionality of the law in question, and also the fact that there had been a former adjudication of the case. The prayer of the petition was denied, and plaintiff appealed to the supreme court. The judgment of the lower court was affirmed October 24, 1900. A petition on rehearing was filed January 16, 1901, and overruled.

*State of Iowa v. S. F. Prouty, Judge.*

This is a *certiorari* proceeding, brought in the supreme court of Iowa to test the validity of an order made by defendant discharging one Mark Chiesa from the charge of contempt in violating an injunction restraining him from selling intoxicating liquors. The proceedings in the lower court were annulled, December 20, 1900, and the trial court was directed to take such further action in the contempt proceedings as were in harmony with the opinion of the supreme court.

The following is a list of civil cases in which the state was interested, for the years 1900 and 1901, pending in the district courts of the state of Iowa:

*P. Farrington v. State of Iowa.*

An action at law begun in the district court of Cedar county, Iowa, by the filing of a petition September 4, 1899, asking damages in the sum of \$175,000 for false and illegal imprisonment of plaintiff. No service of the notice has been made on either the attorney-general or the state of Iowa. It is probable that nothing will come of this action. It is still pending in the district court.

*John Y. Ferry v. C. S. Campbell, Executor, et al.*

An action in the district court of Pottawattamie county to enjoin defendants from collecting an inheritance tax upon the property of the estate of Frank C. Stewart, on the ground that chapter 28 of the acts of the Twenty-sixth General Assembly and the re-enactment thereof in the code of 1897, are in contravention of the fourteenth amendment to the constitution of the United States, and of section 9, article 1 of the constitution of this state. Defendants demurred to the petition, but their demurrer was overruled and a decree was entered for plaintiff as prayed. Defendants appealed to the supreme court, where the judgment of the lower court was reversed January 22, 1900. Under the holding of the supreme court, the case was sent back for the purpose of hearing evidence as to whether the personal property had been distributed. The supreme court left the question open as to whether

the real estate could be subjected to a tax after the adoption of chapter 27 of the acts of the Twenty-seventh General Assembly. On November 29, 1900, the district judge filed his opinion, wherein he held,

*First*—That the personal property inventoried and appraised was by the executor sold and the proceeds derived from such sales were by him applied on the payment of claims and expenses of administration, and the same is, therefore, not subject to collateral inheritance tax.

*Second*—That the devisees took possession of their respective parcels of real estate more than one year prior to the taking effect of chapter 37 of the acts of the Twenty-seventh General Assembly, and that the title to the said real estate vested in said devisees at the time of the taking possession of the same, and that the said real estate is not subject to payment of said collateral inheritance tax.

*Third*—It is held that the money legacies provided for in the will are subject to and liable for the payment of said collateral inheritance tax.

*John Herriott, Treasurer of State, v. Jennie E. Day.*

Decedent, John M. Day, died in Iowa intestate in September, 1896, seised of certain personal and real property located in Polk county, Iowa. A certain part of his property was bequeathed to collateral heirs. Settlement has been made with the treasurer of state for collateral inheritance tax, in so far as it effects personal property. The appraisors fixed the amount of real property subject to taxation at \$22,942.30. On the 24th day of April, 1900, the treasurer of state filed a motion praying the court to fix a tax upon appraisal, to be paid by said estate as collateral inheritance tax. This defendant became owner of said real estate between the 6th day of March, 1899, and the 13th day of June, 1899, and on the 26th day of April, 1900, filed a resistance to said motion. The district court held that the amendatory act of the Twenty-seventh General Assembly provided a means for the enforcement of the tax, that it became a lien upon this real estate. The defendant became the owner of this land after the amendatory act had been passed, and she was, therefore, charged with notice to the effect that this statute created a lien upon this property, and was further charged with the fact that the legislature had provided a remedy for its enforcement.

*William L. Ogden v. Leslie M. Shaw, Governor of the State of Iowa.*

An action in the district court of Polk county, Iowa, asking that an order of mandamus issue from said court, directed to the governor of the state of Iowa, commanding him to report the selection of land in Woodbury county, commonly known as "Sand hill lake bed," as swamp and overflow land to the commissioner of the general land office at Washington, commanding that the said governor take such steps as he may deem expedient to secure to the state of Iowa the title to said land as swamp land, and that he cause to be issued and delivered to Woodbury county, Iowa, a state swamp land patent to said land. The case has been fully submitted and is in the hands of the court for its decision.

*Walter Shallenberger v. The Iowa State Board of Medical Examiners, et al.*

An application to the district court of the state of Iowa, in and for Polk county for a writ of *certiorari*, requiring defendants to certify to said court the records of their proceedings, wherein plaintiff had made an application

for examination to practice medicine in the state of Iowa, and had been refused such examination. Said writ was allowed on the 1st day of May, 1901. The secretary of said board made a return to said writ, that said board had no record of any kind or character in its office, relative to the application for examination by plaintiff, other than the copies of certain exhibits attached to plaintiff's petition. The application was thereafter dismissed by plaintiff at his costs.

*State of Iowa v. Equitable Loan Company of Ottumwa, Iowa.*

A petition in equity was filed in the district court in Wapello county against defendant company, praying the appointment of a receiver, and that he proceed to recover the assets of said company and dispose of the same under the order of the court, and finally liquidate and wind up the affairs and business of said company in the interest of the members and the stockholders thereof. The case was subsequently dismissed under an arrangement for voluntary liquidation.

*State of Iowa on Relation of Milton Remley, Attorney-General, v. the Equitable Mutual Life Association of Waterloo.*

A suit in equity in the district court of the state of Iowa, in and for Black Hawk county, praying that a receiver be appointed to take charge of the property and affair of the defendant. Also a restraining order preventing the defendant, its officers, agents and employes from removing from the office of the company any books, papers or property of said company, or from disposing of any of its assets, and that the company be wound up and the corporation be dissolved. The prayer of the petition was granted and the company is now in the hands of a receiver.

*State of Iowa on Relation of Milton Remley, Attorney-General, v. the Iowa Mutual Building and Loan Association, et al.*

A suit in equity brought in the district court of the state of Iowa in and for Dubuque county, praying that a receiver be appointed to take charge of all books, assets, and property of the association, and that a restraining order be granted, prohibiting any of said parties herein named, or anyone having the assets of the company in their hands, from transferring the same or removing the same out of the jurisdiction of the court, or making any assignment or distribution of the same, and that the Home Savings and Trust company be restrained from filing of record any deed or deeds which they may have in their possession, or from transferring any of the property for which they have unrecorded deeds. Upon full argument and final hearing of the case, the prayer of the petition was granted. The above association is now in the hands of a receiver.

*State of Iowa v. Christopher T. Jones, et al.*

This is an action brought in the district court of Polk county, to recover moneys alleged to have been collected as fees by defendant as clerk of the supreme court, and not accounted for or paid to the treasurer of state, as required by law. An answer has been filed by defendant, and the case is still pending in the district court.



*State of Iowa on the Relation of Milton Remley, Attorney-General, v. The Muscatine North and South Railroad Company.*

On July 11, 1900, the board of railroad commissioners of this state made an order requiring the company to put in an undergrade crossing within ninety days from date of its order. The company did not comply with this order, and upon a request from the board this action was brought, as provided by law, to compel obedience to its order. A petition was filed in the Muscatine district court in October, 1899, to compel the company to comply with this order. After the issues were made up and the case submitted to the court, and after full deliberation thereon, the judge ordered that the company should construct an undergrade crossing, as ordered by the board of railroad commissioners of this state, and in the manner and at the point as ordered by the board, on or before the first day of July, 1901.

*State of Iowa v. Sioux County.*

An action at law to recover a balance due the state from said county, for board of patients at the hospital for the insane, at Independence, Iowa. A change of venue was taken from defendant county to the county of Plymouth, where the case is still pending, and will be tried as soon as the same can be reached for trial.

*State of Iowa on Relation of Milton Remley, Attorney-General, v. W. A. Smith.*

A petition in equity was filed in the district court for the state of Iowa, in and for Pottawattamie county, praying an injunction to restrain defendant from draining Noble lake in said county. Noble lake is a permanent body of water and belongs to the state, and constitutes one of the principal waters of the state. An injunction was granted as prayed, and the case is still pending in the district court.

*State of Iowa v. Suel J. Spaulding, et al.*

This action was brought at the September term of the Polk county district court, on the official bond of Spaulding as treasurer of the pharmacy commission, to recover for the embezzlement of funds of the state. This action is still pending, and will be tried at an early date.

The following is a list of the criminal cases in which the state is interested, for the years 1900 and 1901, pending in the supreme court of the United States:

*State of Iowa v. James H. Easton.*

Defendant was indicted by the grand jury of Winneshiek county, under section 1885 of the code, for fraudulent banking.

He was tried upon the indictment, and a verdict of guilty was returned by the jury. Upon this verdict the judge imposed a sentence of imprisonment for five years in the penitentiary. The defendant appealed from the judgment of the district court to the supreme court of Iowa, and the judgment of the court below was affirmed on the 12th day of April, 1901.

On the 16th day of April, 1901, the defendant sued out a writ of error from the supreme court of the United States to the supreme court of Iowa, on the ground that a federal question was involved in the case, viz:

That the defendant, at the time of the receiving of the deposit charged in the indictment, was president of a national bank authorized to do business at Decorah, Iowa, under the laws of the United States; that the provisions of sections 1884 and 1885 of the code of Iowa are not applicable to national banks, and that an officer of such bank cannot be convicted thereunder for receiving a deposit in an insolvent bank; that the state court has no jurisdiction to inquire into, hear, try or determine the question of the authority of the defendant to receive a deposit of money in such bank.

The case is now pending in the supreme court of the United States.

The following is a list of the civil cases in which the state is interested, for the years 1900 and 1901, pending in the district court of the United States in and for the Southern district of the state of Iowa:

*Charles Spiegel, alias Charles Cohn, v. N. N. Jones, Warden of the State Penitentiary at Fort Madison, Iowa.*

This was a petition for a writ of habeas corpus, on the ground that the information upon which the petitioner was extradited from Canada, charged the common law crime of arson, while the indictment, under which the petitioner was convicted and sentenced to serve a term in the penitentiary, charged the burning of a store building, which is made an indictable offense by the statutes of this state, but which is not included in the crime of arson as known to the common law. The court holds that the offense charged in the information is the same as charged in the indictment, and thereupon refuse to grant the writ.

### SCHEDULE "D."

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The following are official opinions of public interest given to state officers and county attorneys:

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**OLEOMARGARINE**—The law prohibits anyone having in his possession a substitute for butter colored yellow, although it may be intended for the use of himself and his family.

DES MOINES, IOWA, January 9, 1900.

*Hon. B. P. Norton, Dairy Commissioner, Des Moines:*

DEAR SIR—Yours of the 6th inst. at hand, asking my opinion upon whether "the dairy laws forbidding anyone to have in possession oleomargarine contrary to the provisions of chapter 13, title 12 of the Code, will be violated by a private individual having in his possession for the use of his own family oleomargarine of a yellow color."

In reply to this I will say that the last clause of section 2516 is as follows: "No one shall manufacture, have in his possession, offer to sell or sell, solicit or take orders for delivery, ship, \* \* \* any imitation butter or cheese, except in the manner and subject to the regulations in this chapter provided."

The next section permits the manufacture, having in possession, selling and offering for sale, etc., a substitute for butter and cheese not having a yellow color, or colored in imitation of butter or cheese, if each tub, firkin, etc., shall have branded, stamped or marked on the side or top thereof in the English language in a durable manner the words, "substitute for butter." It also permits such substitute for butter to be kept, used or served as food, or for cooking in hotels, restaurants, etc., provided the proprietor or person in charge of such place shall post a card opposite each table where the guests are served, on which shall be printed: "Substitute for butter used here."

Section 2518 prohibits the coloring of any substitute for butter so as to cause it to resemble true dairy products. Section 2519 prohibits anyone having in his possession any substitute for butter unless the same is duly marked or branded as required in this chapter, "except for the actual consumption of himself and family. The prohibition contained in section 2516 above quoted is general. No one "shall have in his possession, except in the manner and subject to the regulations in this chapter provided."

I have called attention to the remaining clauses of the law to show that there is no exception in favor of having in possession any yellow substitute for butter. Any substitute for butter which may be manufactured may be kept by one for actual consumption for himself and family without being branded or marked as required, but this exception does not apply to yellow oleomargarine or substitute for butter.

It is evident that the entire provision with reference to the sale of oleo-margarine or a substitute for butter is intended to prevent fraud and deceit being practiced upon the public, or any part thereof. It may be said that one knowingly having in his possession for the use of himself and family a yellow substitute for butter, is not deceived thereby, and that a construction of law which would prohibit anyone having in his possession for his own use a yellow substitute for butter, unnecessarily interferes with private rights. Such an argument, however, should be addressed to the general assembly. It is competent for the general assembly to prohibit anyone from having in his possession any yellow substitute for butter, even for his own use, if, in the judgment of the legislature, such a prohibition is necessary, or a proper provision to prevent the evasion of a law, or its violation, which law is wisely made to prevent fraud and deceit being practiced upon the public.

I am of the opinion that the law prohibits anyone having in his possession a substitute for butter colored yellow, although it may be intended for the use of himself and his family.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

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**WITHHOLDING PROPERTY FROM ASSESSMENT—Penalty—**In construing section 1374 of the code, it is held to mean that if the delinquent taxpayer pays the amount of tax which would have been assessed against him had he listed his property, together with 6 per cent. interest thereon, he is discharged from further liability. The treasurer is not authorized to conclude in his own mind, with or without evidence, that there had been a fraudulent withholding of property from assessment, and demand a penalty.

DES MOINES, IOWA, January 9, 1900.

*D. W. Hamilton, Esq., Sigourney, Iowa:*

DEAR SIR—Yours of the 5th inst. came to hand yesterday. In reply I will say that a careful examination of section 1874 requires “that the treasurer should demand the amount the property should have been taxed in each year the same was withheld, etc., together with 6 per cent. interest thereon from the time the tax would have become due and payable had such property been listed and assessed.”

In other words, when property is discovered which has not been listed, it is the duty of the treasurer to demand the amount which would have been paid as taxes had the property been listed, together with 6 per cent. interest thereon. There is nothing up to this point in the section which implies that there is any penalty beyond the interest, and suppose the delinquent taxpayer pays the amount that is demanded within thirty days, could an action be maintained against him? I think not. There is nothing which suggests to my mind that the treasurer may have a hearing to determine whether the tax has been fraudulently withheld or not; nor would it be in accord with the spirit of our law to permit him to determine it in any star chamber proceed-

ings of which the other party had no notice or an opportunity to be heard.

I think the statute fairly means that if the delinquent taxpayer pays the amount of tax which would have been assessed against him had he listed his property, together with 6 per cent. interest thereon, he is discharged from further liability.

Referring to the latter part of said section, a failure to pay within thirty days, with all accrued interest (no penalty stated), gives a right of action to the treasurer. Until such failure has been made, no right of action exists.

We come now to the last clause: "And when such property has been fraudulently withheld from assessment, there shall be added to the sum sound to be due a penalty of 50 per cent. upon the amount, which shall be included in the judgment." This evidently refers to the trial of the cause and the entry of the judgment. If the evidence on the trial shows the court that the property has been fraudulently withheld, then it is authorized to add a penalty of 50 per cent. which shall be included in the judgment. I do not think a fair construction of this section would authorize the treasurer to conclude in his own mind, with evidence or without evidence, that there had been a fraudulent withholding of property from assessment, and demand a penalty.

There are cases where a penalty is imposed on account of failing to pay a fixed sum, or an ascertained sum, at a given time. For instance, delinquent taxes bear a usurious rate of interest as a penalty. But I know of no case where any officer of the state or county may assess up a penalty for a fraudulent or an illegal act. It is one of the fundamental doctrines of our system of government that there must be a notice before a hearing, and nothing can be determined except upon a hearing after due notice. I am very clear that the legislature never intended to give to the treasurer such extraordinary powers without providing for a notice and a hearing to the person against whom the penalty is assessed.

Yours truly,

MILTON REMLEY,  
*Attorney General.*

GAME WARDEN—His duties as such do not require him to prosecute for the killing of deer, when owned by a private person. The wrong is a private one and not a public one.

DES MOINES, IOWA, January 26, 1900.

*Hon. Geo. E. Delavan, Estherville, Iowa:*

DEAR SIR—Your favor of the 24th inst., enclosing a letter from J. O. Walton, duly at hand. You ask whether you have jurisdiction of the matter. The matter referred to is concerning two deer which escaped from their owner and strayed away and were shot and killed by a man in violation of chapter 65, acts of the Twenty-seventh general assembly.

There was unquestionably, under the facts stated, a violation of the law. It is not made your especial duty to prosecute where private rights have been trespassed and injury done to private persons, although the act constitutes a violation of the criminal law. You as a citizen of the state have the right to file an information, and to begin prosecution for the violation of any law of the state. The owner of the deer in question is the one especially

interested. He can file an information, and the county attorney of the proper county can take charge of the prosecution of such a case, but I do not think you would be justified as fish and game warden to spend your time and incur expenses in instituting a criminal prosecution when the sole party injured does not take enough interest in it to begin the prosecution himself.

The public at large had no interest in the deer killed. Game which the state is interested in preserving was not diminished by the killing of these deer. The owner is the only one who suffers loss directly, and while the peace officers and officials of the county could properly take cognizance of the violation of the criminal law, yet I would not advise you that it is your duty to do so in a case of this kind.

I return you Mr. Walton's letter.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

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REFORMATORY FOR WOMEN AND GIRLS—The legislature may properly provide for the transfer of girls at Mitchellville to the reformatory proposed to be established at Anamosa, but they cannot be legally imprisoned in the penal division of such reformatory.

DES MOINES, IOWA, January 29, 1900.

*Hon. Chas. W. Stewart, House of Representatives:*

DEAR SIR—Yours of the 28th inst., submitting to me a draft of a bill for the establishment of a reformatory for women and girls, duly received. You request my opinion concerning the bill, and especially with reference to the powers therein given to the board of control to transfer the inmates of the Industrial School for Girls, at Mitchellville, to such reformatory.

With reference to the bill itself, I will say that it seems to be drawn with care, and contains no provisions of doubtful meaning. I have noted in pencil a few suggestions. It occurs to me that section 6 might well have another provision added thereto, in about this form: "But if any woman or girl over sixteen years of age shall be committed to the reformatory department of said institution under a sentence of a court after being duly convicted of crime, and shall thereafter prove intractable or detrimental to the best interest of said reformatory department, then the board of control may order her removal and confinement in the penal department of said reformatory."

The Industrial School for Girls, as now constituted; is educational and reformatory in its nature, and is not a penal institution. The reformatory division of the reformatory proposed to be established at Anamosa by this bill is of the same general character. On the other hand, the penal division of said reformatory is imprisonment in the sense in which the term is used in section 11, article 1 of the constitution. The provisions of the existing law for the commitment of girls to the industrial school at Mitchellville, is the method adopted by law to designate those girls who shall be subject to the educational and reformatory training adopted in the industrial school at

Mitchellville. Comparatively few, I apprehend, have ever been indicted or found guilty of any crime. That being true, I do not think it is competent for the legislature to order the imprisonment in the penal division of such reformatory of anyone who has not been indicted and convicted, and if such imprisonment is desirable, it would be necessary to comply with the provisions of section 2710 of the code.

In regard to the transfer from the industrial school at Mitchellville of such girls as are confined therein to the reformatory division of the reformatory proposed to be established, I think there are no constitutional obstacles in the way. It was said *in re Hartwell*, 1 Lowell, 536: "Another of the incidental powers conferred on the keeper of jail, and implied in the sentence, is that if the jail be lawfully removed he shall remove the prisoners with it. The sentence need not recite that the keeper is to hold the prisoner in the jail at Lenox unless and until there shall be some lawful occasion or necessity to remove him therefrom. All this is implied. The court expressly holds the state has a right to regulate the custody of prisoners within the state, including their removal from one jail to another when necessary, and of this necessity, the state, acting by its legislature, is the sole judge."

This is with reference to prisoners sentenced to a penal institution within the state. If the legislature has such power in regard to prisoners convicted and sentenced for their crimes, by so much more has the legislature the power to direct in what educational or reformatory institutions these children or youths shall be placed, whom, for their own no less than the protection of society, it is necessary to provide enforced attendance upon instruction for their education and reformation. It is within the power of the state, unless prohibited by the constitution, to take full and absolute control of the care and education of all the children of the state. This includes the power to take custody, care and control of children of a class whose environments and tendencies are such that they would become criminals and a charge upon society.

I have no question that it is in the power of the legislature to say where the education or reformation of such children shall be conducted, and in what place they shall be kept, or to remove them from one institution to another, according as the legislature may determine to be for the best interest of such children, and of the state at large. I think the legislature may properly provide for the transfer of the girls at Mitchellville to the reformatory proposed to be established at Anamosa, but they cannot be legally imprisoned in the penal division of such reformatory.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*



**LIFE INSURANCE ASSOCIATIONS**—Such associations, having deposited funds with the auditor of state, under section 1791 of the code, have no authority to withdraw such securities for the purpose of placing them as collateral security to indemnify a surety company which becomes liable upon an appeal bond of such associations.

DES MOINES, IOWA, February 5, 1900.

*Hon. F. F. Merriam, Auditor of State:*

DEAR SIR—In reply to your request of January 9th, for my opinion, I will say that a life insurance association doing business under chapters 7 and 8 of title 9 of the code, which has deposited funds with the auditor of state under section 1791 of the code, would, in my judgment, have no authority to withdraw such securities for the purpose of placing them as collateral security to indemnify a surety company which becomes liable upon an appeal bond of such life association. Section 1791 provides: "An association accumulating any money to be held in trust for the purpose of the fulfillment of its policy or certificate, contract or otherwise, shall invest such accumulations in securities provided in section 1806, and deposit the same with the auditor of state, as therein provided."

It will be conclusively presumed that securities deposited with the auditor, under the provisions of said section, have some trust attached thereto, and such securities can only be withdrawn for the purpose of being used in accordance with the articles of incorporation or the contract made between the company and its policy holders. The use of such securities as collateral security to indemnify those signing an appeal bond, is not such a use as is authorized by the articles of incorporation or the law. Hence, I do not think such securities can be withdrawn for the purpose stated.

Your favor also enclosed a requisition, which seems to be in due form, and shows that the funds to be withdrawn are to be used for the purpose for which they were originally deposited. The withdrawal of funds deposited with the auditor is authorized by section 1792, upon satisfactory proof in writing that they are to be used for the purpose for which they were originally deposited, and if the affidavits of the officers of the company are uncontradicted and unimpeached, this requisition not being for the purpose of securing collateral security, but being regular in form, I see no reason why it should not be honored. Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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**INSURANCE COMPANIES — PHYSICIANS GUARANTEE COMPANY, FT. WAYNE, IND.**—It has no elements of an insurance company. It should not be admitted to do business in this state as an insurance company.

February 6, 1900.

*Hon. Frank F. Merriam, Des Moines, Iowa:*

DEAR SIR—Your favor of the 2nd inst. at hand enclosing copies of the contract, application, etc., of the Physician's Guarantee company of Fort Wayne, Indiana, duly at hand, upon which you ask my opinion as to whether



or not said company is an insurance company and should be compelled to comply with the laws of the state. There can be no manner of doubt about it. It has not the first element of an insurance company. The character of the business is not one of insurance. The statute of Iowa provides for no insurance of that kind, or anything like it. I have no hesitation in saying that the company should not be admitted to do business in this state as an insurance company.

If it is admitted to do business in this state as a corporation, it can only do so by complying with the law relating to foreign incorporations.

I do not wish, however, to be understood as saying that a company engaged in the business that that company is engaged in, as shown by its advertisements and literature, can properly do business in the state of Iowa by filing its articles of incorporation with the secretary of state, and paying the fee required by statute of foreign incorporations. I have grave doubts in regard to the business proposed to be done by said corporation, being a legitimate business. It strikes me at first blush that the contracts and business proposed to be done by the corporation is against public policy. The law wisely holds physicians and professional men to an accountability for the manner in which they discharge their duties. Statutes are made so as to provide that none but men skilled in the profession, may practice medicine in the state. The fact that for malpractice, liability in a civil action is enforced, fastens upon the practitioner a responsibility which is both wise and salutary. I suggest that any organization which seeks to relieve the physicians from the consequences of his insufficiency or carelessness, and secures to him immunity from damages, is contrary to public policy as expressed by the statutes of Iowa and by recognized public policy independent of statute.

I do not give this as a definite opinion, but would prefer leaving the question until it is presented, if it shall be at the proper time, upon the secretary of state.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

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GAME—A person having live quail in his possession, shipped into this state from another state for the purpose of propagation, is not liable criminally because of such possession.

February 7, 1900.

*Hon. Geo. E. Delevan, Estherville, Iowa:*

DEAR SIR—Your favor of the 6th inst. at hand, asking my opinion in regard to whether it is unlawful for a man to have live quail which he has shipped into the state from Kansas for the purpose of propagation, in his possession, while waiting for proper weather to turn them loose, "during the period when the killing of such birds is prohibited." The letter which you enclose intimates that parties who have been prosecuted for violating the game law are likely to take advantage of the circumstances to cause the arrest of the person who has shipped in live quail from Kansas.

In my opinion, section 2554, which prohibits any person "having in possession any of the birds or animals named in this chapter, during the period when the killing of such birds or animals is prohibited, except during the first five days of prohibited period," was never intended, and cannot be fairly construed to cover such a case as that to which you refer. The game law was intended to protect the game of the state, and by no fair construction of the statute can it be used or tortured into rendering an act for the increase and propagation of game in the state criminal.

If the construction of said section would permit the prosecution of the person in question, then the owner of every park in which the birds and animals named in the statute were kept, or every person who kept on his premises for the purpose of propagation, any of the animals or birds named in said section, would likewise be guilty of violating the game law. Such a construction is an absurdity upon the face of it. I think you are justified in saying to your correspondent to go ahead with his laudable enterprise and trust to the good sense of any court or jury to thwart the malicious designs of all persons whomsoever.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

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REPORT OF STATE GEOLOGIST—It was not the intention of the legislature that such report should be included and bound in the Iowa Documents.

DES MOINES, IOWA, February 12, 1900.

*Hon. A. H. Davison, Secretary Executive Council:*

DEAR SIR—Yours of the 10th inst. at hand, in which you say:

"The executive council request your opinion in writing as to whether the annual report of the state geologist, including the survey reports, is, under the statutes of Iowa, one of the reports to be bound in the set of documents provided for in paragraph 2, of section 126 of the code."

In regard to this I will say that section 126 provides: "The secretary of state shall make distribution of the various public documents turned over to him, as follows. Paragraph 2 providing: 'One thousand copies shall be stitched and bound in half-sheep, containing a copy of each report, to be arranged under the direction of the secretary of state.'" These reports thus bound are commonly called the Iowa Documents.

It is evident that the secretary of state is not required to have bound in the Iowa Documents any reports except those which have been, or under the law are required to be, turned over to him. If we turn to section 2501, providing for the publication of the annual reports of the geological survey (section 2501 and other sections), we find no provision requiring any of such reports to be turned over to the secretary of state, but section 2501 has something of the idea that the board of geological survey shall have control of the copies not required for distribution. But take another view: the general impression derived from reading the statutes with reference to the reports is, that the reports referred to in paragraph 2 of section 126 are only those specially named in the preceding sections. The reports of the state geologist relate to matters other and distinct entirely from those

referred to in the reports of state officers and state institutions. Prior to the adoption of the code it was not usual or customary to incorporate the report of the state geologist in the Iowa Documents. Chapter 82 of the Twenty-second General Assembly specifically named the reports that should be embraced therein, and the report of the state geologist was not included among the number. The report of the geological survey is more of a scientific and educational report along a specific line, and so far as I know, is never classed with the reports showing the management of the state affairs and of the state institutions.

I do not think the legislature intended such reports to be included in the Iowa Documents; nor is there anything in the language of section 126 which expressly requires it.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

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BUILDING AND LOAN ASSOCIATIONS AND INSURANCE COMPANIES. 1.—When articles of incorporation of a building and loan association are once approved by the executive council, the law makes no provision for the recall of such approval. Remedies are suggested by way of amendments to the law.

2.—Articles of incorporation of insurance companies should be submitted to the attorney-general for his approval, before a certificate to do business is issued by the auditor of state. They should be required to submit the form of their policies to the auditor for approval. Remedies by way of amendments to the law suggested.

3.—Additional powers should be given to the attorney-general respecting building and loan associations and insurance companies doing business illegally.

DES MOINES, Iowa, Feb. 17, 1900.

*To the Senate of the State of Iowa:*

GENTLEMEN—The resolution adopted by the Senate on the 7th inst. requested my opinion upon four questions, as follows:

1. "Is the present law sufficiently comprehensive that the executive council or the officers charged with the approval of articles of incorporation can prevent the incorporation of, or the transaction of business by building and loan associations or insurance companies in contravention of law or public policy."
2. "Are there building and loan associations or insurance companies now doing business in Iowa in contravention of law or public policy? If this is answered in the affirmative, in what manner do such companies violate the law?"

3. "Has the attorney-general exercised the powers given such officer respecting illegal corporations; is it necessary to give further and additional powers to the attorney-general, and if so, what powers, to enable such officer to prevent the conduct of an illegal business by the said associations?"
4. "What amendments, if any, are necessary in our laws to insure a conservative and prudent control of such corporations?"

Two classes of incorporations are involved. To avoid repetition and undue prolixity I will present my views, *first*, in regard to building and loan associations, and, *second*, in regard to insurance companies, endeavoring to present the same under the three heads involved in the first, second, and fourth questions:

*First*.—As to the present law.

*Second*.—The evils, if any, existing.

*Third*.—The remedy therefor.

This will be done without repetition of the questions propounded.

The questions concerning both kinds of corporations involve the inquiry, what is public policy? It is difficult to give a comprehensive and exact definition of public policy which can be applied to all cases. I shall not attempt it. However much courts and lawyers may differ as to what is public policy, I think all will agree to the following propositions:

*First*.—Whatever is contrary to the spirit of the law, and defeats the end and purpose for which the law was enacted, is contrary to public policy.

*Second*.—Whatever is morally wrong in its tendency, deceptive and fraudulent in its practices, and produces results injurious to the welfare of any considerable number of the general public, is contrary to public policy.

*Third*.—That it is the policy of the state of Iowa, as shown by its laws and the history of legislation for more than half a century, to encourage the citizen to acquire a home, to care for the family while living, and make provisions as far as possible for his dependent ones after he is dead.

*Fourth*.—That the purpose of the law with reference to building and loan and insurance companies (both artificial, intangible beings born of the legislative will), was in furtherance of the general policy above stated, and to afford reasonable safeguards against fraud and deception, imposition upon, and the despoiling of, the very classes of persons whom it is the policy of the law to encourage and protect.

Such, I understand, to be the policy of this state, and the sense in which the term "public policy" was used in the inquiries of your honorable body.

## I.

### IN REGARD TO BUILDING AND LOAN ASSOCIATIONS.

The present law, section 1894 of the code, requires the executive council to examine the articles of incorporation and by-laws of building and loan associations, and to determine whether they are in conformity to the law, and are based upon a plan equitable in all respects to their members. If so, such articles shall be approved by the executive council. The clause of said section authorizing the executive council to pass upon the plan of building and loan associations, and to determine whether they are equitable in

all respects to their members, is quite broad and comprehensive, and ordinarily would be sufficient to prevent the approval of any articles which would do an injustice to any of their members. The general power is, however, limited by other provisions of law recognizing the right of building and loan associations to issue certain kinds of stock, or to assess fines, charge usurious interest, etc. It is not in the power of the executive council to say that a class of business which the legislature seems to recognize as legitimate and equitable, is inequitable.

To illustrate: Section 1898 seems to recognize guarantee stock. In my judgment there is no place for guarantee stock in a building and loan corporation. In this the executive council have concurred, but have felt themselves, because of the statutory recognition, powerless to prevent the issue of such stock.

The law makes no provision, when the articles of incorporation of a building and loan association are once approved by the council, for the recall of such approval in case it be found to be transacting a business which may be strictly in accord with the articles of incorporation, yet may be a practical fraud upon the public, or all who invest money in such corporation. It is true section 1917 authorizes the revocation of the certificates by the auditor in case the association shall violate any of the provisions of law, but if the executive council approves the articles of incorporation, and acts are done which are not inconsistent with such articles, and no provision of law can be found expressly prohibiting such acts, it is questionable whether the auditor's authority reaches the evil.

The present law was enacted at a time when the building and loan fever was at the highest, when comparatively few men in the state had opportunity to know of the practical workings of building and loan associations. It was an excellent law under the circumstances; probably the best that could have been enacted. But experience has taught the people as if "with thorns of the wilderness and briers." At the present time I do not think the law is sufficiently comprehensive to prevent transactions which are contrary to the spirit of the law and public policy; specific defects will be referred to hereafter.

#### AS TO THE EVILS.

The evils are many and grievous. The many complaints received at this office from all parts of the state of the wrongs, the disappointments, the sorrows occasioned by delusory confidence in the promises of building and loan associations, is a strong argument at least that there is something radically wrong with the system. The complaints come from borrowers largely, and from non-borrowing members who wish to withdraw their stock. It is no uncommon thing to find a party paying a given sum monthly for four or five years on his stock who wishes to withdraw from the association in order to use his accumulated earnings, but is unable to realize from the association as much money as he has paid thereto, and this, too, in spite of the assurance that the association has been declaring dividends of 10 per cent, 12 per cent, or 14 per cent. In numerous cases, borrowers make monthly payments of interest and premium at the rate of 12 per cent or 14 per cent, and payments also upon the stock, which may be continued for four or five years, at the end of which time, if they wish to

pay up their loan, they are informed that the sum required to pay off the mortgage is actually more than the money borrowed. With some associations a system of fines and forfeitures has been adopted which bears heavily upon the unfortunates who are unable to continue the payments upon their stock. I have yet to find a case where the promises and representations made at the time the stock was taken have ever been fulfilled; nor have I found a borrower who felt that he obtained money to build a home at a cheap rate of interest, and that his connection with a building and loan association had been otherwise than disastrous. I do not say that there are no such cases. I am well satisfied that many domestic local associations, where the expenses have been kept down to the minimum, have produced good results, and many such associations have been beneficial to the community in which they do business. I have heard very few complaints of the domestic local associations.

The theory upon which building and loan associations are justified is, first, it encourages the man of small means to make a saving from a limited income; second, by furnishing money at reasonable rates to those who wish to build homes, they are enabled to pay for their homes in small monthly payments from year to year. The primitive idea of building and loan associations was that each member who made monthly deposits would in time become a borrower. If all became borrowers, and ultimately paid substantially the same rate of interest, it mattered little what that rate of interest might be, for all shared substantially equally in the benefits and in the burdens of such a system. It was a means of accumulating capital from small savings to build homes for the members as fast as the accumulations would permit. A very different condition arises, however, when stock is purchased in large amounts by capitalists—paid up stock—which, many times, receives dividends more than double the legal rate of interest. I am satisfied that not over 40 per cent of the stock of building and loan associations of the state is borrowed upon. Suppose it were 50 per cent. Taking up a report of an association at random, one of the strongest associations in Iowa, which has been in operation ten years, in reply to the question: "What has been the average annual dividend declared by your association since its date of organization, including the term covered by this report?" I find this answer: "Thirteen and one-fifth per cent."

The only source of income of a building and loan association is the premiums and interest paid by the borrowers, and the lapses, fines or forfeitures from the unfortunate members who fall by the way. Assuming that one-half of the stock belonged to the borrowers and the other half to the investors, many of whom had fully paid up stock, in order to make a dividend of thirteen and one-fifth per cent on the entire stock, the half of the stockholders who borrowed must have paid enough as interest and premiums to have amounted to twenty-six and two-fifths per cent on the money which they had borrowed, less, however, what was gained by the association by forfeitures and fines. It requires no words from me to show that such a ruinous rate of interest is crushing the very men the law was intended to benefit and protect.

It will be said that the dividends on the stock will offset the high rate of interest paid. From the nature of the case this cannot be true. "A" subscribes for \$1,000 of stock in a building and loan association, and bor



rows \$1,000 thereon. "B" subscribes for \$1,000 of stock and pays therefor \$1,000 in cash. "A" pays say 6 per cent premiums and 8 per cent interest, payable monthly. Such interest amounts to more than 14 per cent payable annually. At the end of the year "A" has paid into the association \$140 as interest and premiums. To offset this he gets a dividend on his monthly payments which go to the loan fund for the average time. On the usual plan of payment he has paid in during the first year \$72. \$60 of which goes to the loan fund. He obtains then, dividends on \$60 for one-half of the year which, at the rate of thirteen and one-fifth per cent, amounts to \$3.96, which is in no sense an offset for the amount of interest that he has paid. "B", on the other hand, receives in cash his dividend of \$132. That \$132 passes forever beyond the control of "A", and there is never any redistribution of it. The same disparity, it is true, would not exist between the payments of interest and premiums and the dividends on stock in each succeeding year, but at the end of the time when "A's" stock is matured and his mortgage is canceled, which is seldom less than nine years, he has paid the enormous sum of \$1,260 interest, which is in no ways offset by the dividends on the small payments made yearly on his stock; but "B", the investor, has received his \$132 regularly every year.

This illustration leaves out one element. As the business is now conducted, there is a profit to the association from the fines and forfeitures of those parties who are unable to continue their payments, but such fines and forfeitures are taken from the class of people who can poorly afford to lose the money they have paid to the association. It is a patent fact, and cannot be disputed, that under the plans of building and loan associations as now operated under the law, capitalists have taken advantage of the law to secure exorbitant interest on their investments, and that, too, at the expense of the very persons the law is intended to benefit and protect.

The systems of fines and forfeitures are oppressive upon persons whose only crime is their inability to pay as much each month as they hoped to. Some associations have issued stock providing for the forfeiture of the entire amount that has been paid in case of failure for a given time to continue the payments. Others have a plan of imposing fines and selling the stock for the purpose of paying arrearages, which method would be tolerated in no enlightened community in regard to any other subject for a moment.

Some associations have stock which is, to all intents and purposes, preferred stock, receiving an unequal distribution of the profits at the expense of the common installment stock. The supreme court of Kentucky, in a recent case, held that preferred stock in a mutual building and loan association, was against public policy. While there are associations which are undoubtedly carrying on their business within the legitimate lines of building and loan association laws, and have produced results highly satisfactory to the investor, and not very objectionable to the borrower who persists until the maturity of his stock, yet I will venture the assertion that 90 per cent of the borrowers from building and loan associations in the state, and an equal percentage of the installment stock holders who withdraw their stock before maturity, feel that they have been deceived by false promises, and unjustly dealt with.

There are some domestic building and loan associations whose expense account is far in excess of that permitted by law. The auditor's report of the building and loan associations furnishes an interesting study. It shows some domestic local associations conducting their business at almost a nominal expense—some as low as one-half of one per cent of the receipts. Many of the domestic building and loan associations, however, show the expenses to be far in excess of the amount received for the expense fund, which is, in my judgment, violation of the law. Other associations have made investments of funds in a manner not authorized by law, which jeopardizes not only the earning capacity of the home builder's fund, but also the principal which he has paid in from his savings. Other associations fail to show the amount of salaries of their officers, but report thousands of dollars of traveling expenses, office help, etc., which aggregate the full amount of the expense dues. One association masks together under the title of "Sundries," over \$40,000 of unclassified disbursements. One association, with total assets of less than \$2,000, shows expenses for salaries of nearly \$900, and general expense of \$400. Some associations pay large salaries far in excess of the service rendered, it seeming to be the problem how best to "pluck the goose without making it squawk." Other associations show a praiseworthy moderation in this respect. The Auditor's report furnishes food for reflection. It cannot, however, disclose the tears of the widow who has paid for years what was recognized as an exorbitant interest on a loan, and made payments on stock which she understood were payments on the principal, to find after years of privation that she owes as much as she did in the first place. It cannot tell of the blasted hopes and bitter disappointments of the young man, and maiden, the hired girl, and the laborer, who have, through years of privation, paid of their hard earnings into an association which promises so much and fulfills so little.

What are the remedies?

This is a difficult problem. I can only make tentative suggestions.

*First.*—The law should forbid any part of the principal paid in by the stockholder to be used for expenses. Most associations deduct from 11 to 13 per cent of the amount paid in on installment stock, and apply the same to the expense fund. The expenses should, in my judgment, be paid out of the profits. A proposition made by one business man to another: "Let me take your money and invest it for you; I will secure you remunerative returns, but I will take, to pay for managing the affair, 13 per cent of the money you place in my hands," would be met with derision. Yet that is what nearly every building and loan association in the state does.

*Second* —There should, in my judgment, be a limit upon the expenses of the associations. Most of the domestic local associations are now very moderate in their expenses; but not so with many of the others.

*Third.*—All guarantee stock or preferred stock under any and all names which receives a fixed dividend, whether profits have been earned or not, should be entirely eliminated. If the associations are mutual in name and liability, there should be a mutuality of the profits. It is desirable that associations have the power, when there is a temporary demand for loans, to secure the money with which to supply the demand. This can be done by issuing paid up stock, with a limit placed upon the dividend it shall



receive, which amount shall in no case exceed the dividend earned by the other stock. Such stock should be called in when the funds of the association will permit, and it should not have a vote on amending the articles of incorporation.

*Fourth.*—The power to impose fines and forfeitures upon persons who fail to pay the installments on their stock ought to be removed. There can be no good reason why a person making savings deposits from year to year should lose what he has already deposited in case misfortune should prevent him from depositing further; or that the amount deposited should be charged with fines and penalties because of his inability to deposit more.

*Fifth.*—How it will benefit the poor man or wage earner to permit him to enter into a contract to pay an interest which under the general law would be usurious, is something that surpasses comprehension. The exemption of building and loan associations from the law of usury, works a hardship which I am convinced was not foreseen by the former general assemblies.

*Sixth.*—The executive council ought, in my judgment, to be given more plenary powers, including the power to revoke the certificate authorizing the association to do business.

*Seventh.*—Provision should be made by which money paid on stock by the party who has borrowed thereon, in case of foreclosure, should be treated as an absolute payment on the money borrowed, together with the profits, if any, credited on such stock.

*Eighth.*—Some provision should be made to enable associations to go into voluntary liquidation, with suitable provision for the protection of the borrowing member. In this connection it might be well also to authorize the assignment of the loans made by the liquidating association to some association of similar character, subject to the rights of the borrowing member to have the amount paid on his stock credited on such loan. It might be well to permit two or more associations to consolidate by a three-fourths vote of the stock of the respective associations, on terms which the executive council or some officer of the state should approve as equitable to all concerned.

*Ninth.*—The effect of chapter 48, laws of the Twenty-seventh General Assembly, was to make new and different contracts for those affected thereby, which has worked a hardship in very many instances. In my opinion justice demands the repeal of said chapter, leaving all parties in their original contractual relations.

The amendment of the law along the lines above suggested would relieve the system of many of its inequitable features. It will be urged against some of the suggestions that no new association could be started depending upon the profits to pay the expenses, and that there would be no inducement for capitalists to put money into the stock of an association in case some or all of these suggestions should be incorporated in the law. If it is remembered that the building and loan association law was not made for the benefit of capitalists, but for another class of persons altogether, the suggestion loses much of its force. It is true, unquestionably, that such a law as above outlined would deprive associations of a source of profit; but at the same time it would strip them of the speculative features which have in

the past enabled the men of means to secure exorbitant returns for the use of their money at the expense of the very men and women whom it is the policy of the law to encourage and help. The plea in favor of liberal laws, so called, for such associations was made on the ground of their beneficial results to the wage earner and man of moderate means. They are claimed to be *quasi* benevolent associations. If they have ceased to be such, and become instruments of oppression, they have failed to demonstrate their right to live. If such associations cannot live under restrictions that will prevent the abuse which I apprehend is recognized as a crying evil, then they ought not to live; but I do not apprehend that the suggestions above made, if engrafted in the law, would seriously interfere with domestic local and worthy domestic associations. All unworthy ones should not be fostered by the state at the expense of the welfare of its citizens.

## II.

### AS TO INSURANCE COMPANIES.

The present law appears to give sufficient authority to the auditor with reference to companies organized to do the kind of insurance referred to in chapter 4, title 9 of the code, inasmuch as the articles of incorporation must be approved by the auditor after the same shall have been submitted to the attorney-general, and the forms of all policies issued are required to be submitted to the auditor for his approval. In regard, however, to companies referred to in chapter 5, title 9 of the code, formerly known as farmers' mutuals, there are few restraints upon their manner of doing business. The articles of incorporation and the form of policy are subject to the approval of the auditor, and if an examination of the auditor shows that the association is in an unsound condition, or doing an unsafe business, he may revoke the certificate of authority to do business. If such associations were limited to the county of their principal place of business, or counties contiguous thereto, the absence of legal restraint upon their acts would not be so objectionable. Such associations, when their business is confined to a neighborhood, are usually subject to the scrutiny of their members, and I think experience shows that the business is conducted honorably, cheaply, and to the entire satisfaction of the members.

But state associations are very different. There is no reason why what are called state associations under said chapter 5 should not be required to comply with chapter 4 of said title. There is just as much necessity for a state association organized under chapter 5, to have \$25,000 of available assets, and be subject to the same inspection and restrictions as other mutual companies doing business under the provisions of chapter 4. The business which they actually do is the same. It is actually done in the same manner by premium notes, etc. The liability of the public to be defrauded is just as great. There are more complaints coming to this office in regard to the wrong doing and fraud perpetrated by the state associations than in regard to the mutual associations doing business under the provisions of chapter 4.

## AS TO LIFE INSURANCE.

The laws of Iowa with reference to life insurance are in an anomalous condition. We have level premium companies, natural premium companies, stipulated premium associations, assessment associations, benevolent associations, fraternal associations; in fact, insurance companies of all descriptions, and some nondescripts. Life insurance of all shades and complexions can be written under the laws of this state as they now stand. There is not, in my judgment, sufficient authority given to those who approve the articles of incorporation of the different insurance companies to prevent them doing a business not contemplated by the laws, or contrary to public policy. Only stipulated premium and assessment associations are required to submit their articles to either the auditor or attorney-general for approval, and the authority given such officers by the law appears to be very limited. The insufficiency of the law will appear when we consider the evils which are done under the law as it now stands.

## AS TO THE EVILS.

The state control over some classes of associations is sufficient to induce the public to believe they are under state control, but that control touches so lightly that the associations do practically as they please. In such cases the state control is a delusion and a snare. An inquiry was received at this office from a man in Texas enclosing an advertisement by some agent of an Iowa company, in which it was stated that the state of Iowa guaranteed the payment of the policies.

Companies and associations are organized, and policies are issued, which should be accompanied by the company's private glossary or key to enable the members to understand the meaning of the terms employed. A policy was issued by an association, now happily deceased, which "accepted the policy holder as a general partner and member in said association to the extent of — shares in its combination ten-year indemnity and accumulative cash surrender value securities limited to the aggregate benefit value of \$100 per share," which may mean one thing to the company, another to the policy holders, and to the average citizen is gibberish.

Companies doing business on what is called by the statute, "level premium," or "natural premium plan," more commonly called old line companies, are not required to submit their articles of incorporation to any person whomsoever for approval; nor are such companies required to submit their policies to the auditor or any officer of the state for approval. Practically the only control over such companies organized in this state is that of the auditor, who is made the depository of the capital stock of \$25,000 and the net cash value of the policies in force, otherwise the reserve, but his authority is very limited.

The auditor can examine whether such companies are insolvent, and "if found to be insolvent, or the condition such as to render their further continuance in business hazardous to the public, or to the holders of its policies," to turn the matter over to the tender mercies of the attorney-general.

There is no provision of law authorizing the auditor, or any other officer, to call a halt upon the kind of business that such companies may

do, or to require the contracts which they may make with the public to be submitted to any officer of state for inspection and approval.

So-called old line insurance companies have been incorporated, and more are endeavoring to be incorporated, which have few or none of the characteristics of life insurance, and which are not conducted on life insurance principles, but whose principal business smacks loudly of the features of bond companies, which have been condemned everywhere as against public policy. They are insurance companies in name, and not in fact. A man of sixty is *insured* at the same rate as a child of five. No medical examination is required. The amount agreed to be paid in case of death is entirely incommensurate with the so-called premium paid. The so-called policy or bond is to mature in ten years, and 10 per cent of the face thereof is required to be paid by the holder every year. At the end of ten years, the promise is to repay the holder the amount that has been paid in by him to the company, and a share of the speculative accumulations arising from the lapses and forfeitures enforced against those who are unable to pay longer.

To state the proposition concretely: The company enters into a contract with the so-called policy holder to pay \$1,000 at the end of ten years, in consideration of the policy holder paying for each of the ten years to the company the sum of \$100. If the so-called policy holder fails to pay any year, even if he has already paid \$700, or \$800 or \$900, he loses and forfeits all that he has paid to said company. The company promises, in case the so-called policy is not forfeited or lapsed, that the holder shall receive a benefit from these lapses. I have seen statements made by the agents of such companies that the investor or policy holder will receive, at the end of ten years, double the money he has paid, and if he dies before the expiration of the ten years, he receives a small sum as life insurance. Statements are published showing a large percentage of lapses, and enormous profits are predicted because of the many lapses which will inure to the benefit of those who are the persistent members. Such companies take for their own use all of the first payment of \$100. They set aside about 91 per cent of all the subsequent payments, which is invested, and from such sum they expect to realize enough to pay the amount which is absolutely promised.

Thus it will be seen that more than 18 per cent of all the payments made by the policy holders inures directly to the benefit of the corporation. One such company, during the year 1898, shows a total premium income of \$148,000, and a death loss of \$1,200. It shows commissions, bonuses to agents of over \$66,000; salaries to officers and home office employes, over \$1,000; total expenses over \$83,000. The receipts from the new business were nearly \$107,000. If we deduct the total disbursements of the company for expenses and death losses from the amount of the first year's premium, over \$22,000 remains, which is a very handsome profit on a paid up capital of only \$25,000. Whether such companies will be able, after deducting over 18 per cent of the total amount paid by the members, to fulfill their absolute promises of repayment of the total amount paid in, is very doubtful; but in no possible contingency will the company be able to pay the amount which the agents and officers represent to the policy holders they will receive. The average amount of insurance for the whole ten years does not exceed three-fourths of the amount which will be paid by the policy holder

during the ten years. The cost of term insurance would not exceed \$12 per thousand. To divide the contract and the premium paid on a \$1,000 contract, the member pays \$90 for insurance. He pays \$910 for the bond, or endowment, if please so to call it. The endowment, then, costs \$91 a year.

To illustrate: Suppose a contract were made by a bank; in consideration of a man depositing with a bank \$91 a year, the bank would, at the end of ten years, pay \$1,000, but if the depositor failed to deposit in any year, he would forfeit to the bank all that he had paid. I think everyone would say it was not legitimate business and should not be tolerated in any community; and certainly corporations which are created by the state, and empowered to contract by law, should not be permitted to thus prey upon the inexperienced and gullible. The contract between such so-called insurance companies and so-called policy holders is at least 90 per cent of the same kind named in the illustration. In my judgment, such a business is against public policy, if not against the law of the state as now existing.

Not a few stipulated premium and assessment associations doing business under chapter 7, title 9, of the code, I am informed, are issuing term policies, *quasi* endowment policies, paid up policies, and in fact, nearly every kind of policies which level premium companies are issuing. Many of such policies are a palpable fraud upon every one who accepts them. A paid up policy with the right of the association to require further payments, is a contradiction of terms, and a fraud on the face of it. It is no less a fraud because hidden away in some dark corner of the policy, in fine print couched in language which few but the officers of the association can understand, the right to require further payments is reserved.

It is the refinement of cruelty for an association to take a man's money, year after year, he paying it under the belief that at a given time he will have a paid up policy, or an endowment, for his good wife after he is gone, or for himself in his old age, and after he has been tolled along until he is past the insurable age, and his ability to earn a livelihood is no more, to be told that his policy was not a paid up policy, and the supposed endowment was a myth; that his equitable share in the grand combination, accumulative, emergency, savings, cash surrender value securities, has been dissipated to pay for excessive mortality losses, or has disappeared through a system of division and silence. It is no solace for such a man to learn that under the law the perpetrators of such a fraud cannot be sent to the penitentiary.

One old lady wrote me that she had worked, stinted and saved to make payments to an association of malodorous memory, on a ten-year endowment policy for \$1,000; that she had made nine payments and the \$1,000 she expected was her only reliance for future support; the association had failed. "Will I get my \$1,000? What shall I do?" she asked. I didn't have the heart to tell her to go to the poor-house.

The stories of wrong perpetrated upon honest, simple-minded, confiding people which continually come to this office, at times make me wish I had been born without sympathies, or had not been honored by being chosen attorney-general.

Even while I write this, a victim now past the insurable age ends his story by saying: "Had I not believed the state controlled insurance companies and prevented worthless companies from doing business, I would

not have been deceived. The state has no right to pretend to control such companies and not control them."

I endorse this sentiment with all the emphasis possible. Common honesty demands that the state should control life insurance companies doing business in this state *in fact*, or cease to pretend to do so.

There is no statute requiring any life insurance company or association to submit the form of its policies for the approval of the auditor. In the years past every attempt of the auditor, so far as my knowledge goes, to prevent the issuance of certain kinds of policies, was met with a challenge of his authority. In fact, to prevent any class of insurance policies being issued, however obnoxious to his sense of justice, he has been compelled to arrogate to himself authority not expressly given by statute. Any success in this respect in the past has been through fear that he may arbitrarily withhold his certificate authorizing the companies to do business in this state. Policies can be, and have been, issued which the statutes do not authorize, of which the auditor can have no knowledge and has no power to prevent, which policies contain promises which the associations have neither the present ability, nor any reasonable hope of ever being able to fulfill.

The authority given to the auditor to turn over to the attorney-general insolvent companies, and those not carrying out their contracts, does not relieve the situation a great deal. It is practically no more than the holding of an inquest on a company found dead, and burying the remains. The injury was done to the public before the company's insolvency became known.

There are many Iowa companies and associations doing a safe and honorable business. Such need not, and do not, fear strict legislative control. The evils to which I have referred, which are causing Iowa companies to fall into disrepute, are chargeable mostly to those associations which are organized by *promoters* for the money there is in it to them, and are conducted on unsound principles for a few years, when they go to the wall, leaving to their confiding victims resentment and loss instead of provision for their dependent ones.

These truths must be self evident.

Any scheme which enables one to obtain the money or property of another without returning a fair equivalent, is bad in ethics.

Any business which depends for its success upon enforcing unconscionable contracts, into the signing of which inexperienced and unwary men and women are beguiled by false hopes and illusory prospects, presented by smooth and plausible, over-paid and under-scrupulous agents, is not a legitimate business, and is contrary to public policy.

No state has a right by law to authorize a body of men to shelter their private consciences and private fortunes underneath a corporate name and entity, while they carry on a business which thrives alone upon the misfortunes, improvidence, or poverty of those, many of them God's poor, who are drawn into their meshes.

In this respect Iowa has not measured up to her responsibilities.

#### REMEDIES.

I can only suggest the lines along which, in my opinion, additional legislation may well be directed.



*First.*—All articles of incorporation of companies and associations incorporated under the laws of this state, as well as companies incorporated under the laws of other states, should be submitted to the auditor and attorney-general for their approval, and those officers should be authorized to disapprove all articles, the plans or the nature of the proposed business of which do not provide proper safeguards for the protection of the policy holders.

*Second.*—All companies and associations which make assessments on the members, or by a so-called safety clause reserve the right to make assessments, should, by statute, be prohibited from issuing so-called paid up policies, limited payment policies, and from accumulating a fund to be paid back to the members as dividends, distribution of surplus, or endowments in any form.

*Third.*—All forms of policies should be submitted to the auditor for his approval, and he should be required to disapprove of any form which does not state on the face of the policy, in plain and ordinary language, within the comprehension of persons of ordinary understanding, all the terms, conditions, or warranties by the breach of which the policy is avoided, and to revoke his certificate authorizing the company to do business in the state of any company or association which issues policies in a form not approved by the auditor.

*Fourth.*—All policies which require the payment of a fixed premium should be made non-forfeitable after two annual payments.

*Fifth.*—Any company or association which publishes in its literature false and misleading statements as to the nature of the business it transacts, or in regard to the ability of the corporation to fulfill its contracts, shall forfeit its right to do business in this state, and its certificate therefor shall be revoked by the auditor.

*Sixth.*—Section 1889 of the code, requiring a medical examination of all members of associations, should be extended so as to include level premium companies also.

*Seventh.*—No mutual company or association should be permitted, by an amendment of the articles of incorporation, to increase the premium or rate of assessments upon existing policy holders.

*Eighth.*—No stipulated premium or assessment association incorporated under the laws of another state, should be permitted to do business in this state if it uses a greater per cent of the premiums or assessments for expenses or soliciting new business than is allowed to similar associations organized under the laws of this state. The per cent to be used for expenses might properly be limited by statute.

*Ninth.*—All associations which have attempted to absorb any other association, either by reinsuring or consolidation in any way, (which I contend cannot be legally done under our laws) and have made assessments on the members thus received, should be required to treat such members as their own original members, and pay the same amount, in case of death, as their own original members receive.

It will be urged that if these suggestions are carried into the statutes, they will cripple some of the companies and associations now doing business in the state, and will make it difficult to organize new companies and associations in the future. My answer to this is: Such laws will not injure

good, safe companies, honestly managed; all others, by the grace of state, have no right to live; and by the grace of God, should be buried out of sight; that organizing insurance companies is not the chief end of man; that it is better far to have a few good, trustworthy companies, than to turn loose a thousand worthless ones to prey upon a long suffering public.

### III.

In regard to your third inquiry, I will say that the statutes do not plainly give to the attorney-general any powers respecting illegal building and loan associations and insurance corporations until the matter is placed in his hands by the auditor.

Actions to test official and corporate rights may be brought by the county attorneys. (Code, section 4815.) The general power given the attorney-general by section 1640 of the code, to institute an action in equity to dissolve a corporation for good cause, seems to be limited by other sections requiring the auditor to take the initiative with reference to building and loan and insurance corporations. In view of the equivocal language of section 208, it is by some considered doubtful whether he can bring any action in the name of the state except when "requested to do so by the governor, executive council, or general assembly," unless specially authorized by some other statute.

I have not felt warranted in bringing any action to close up any building and loan, insurance, or banking corporation, until my attention was called thereto by the auditor in the manner directed by statute. I have, however, used to the extreme verge, the limited powers given to the attorney-general to prevent the conduct of illegal business by such corporations.

I am satisfied that I have made some mistakes by inadvisedly approving a few articles of incorporation of insurance associations, the press of other duties preventing the careful scrutiny that ought to have been given them. But since I discovered those mistakes, no articles of incorporation have passed this office without the closest examination. I think there are a few certificates of approval of articles of incorporation signed by me which should be recalled or canceled, and I shall assume the responsibility of so doing unless the present general assembly makes changes in the law which render such recall unnecessary.

I think the attorney-general should be given a larger discretion in regard to the approval of articles of incorporation which are submitted to him for approval. It is claimed under the present law that his only authority is to see that the articles are in legal form. In this view I have not concurred, but have insisted that the articles must provide alone for that class of business which the law authorizes that kind of a corporation to do. But I have not felt warranted in refusing to approve such articles solely because I was convinced the plan of business was such that the association must, in the nature of things, be short lived, and disappoint every policy holder who might not die early.

I do not think it would be wise or practical to give to the attorney-general anything like a general supervisory power of the corporations referred to. It would be impossible for him, with the insufficient force in his office, to give such matters the attention they demand.



It might be well, however, to enlarge his powers so as to require him to bring actions to wind up the affairs of all corporations, including those named in your inquiries, when they are doing a business not authorized by law, or not authorized by their articles of incorporation; or are conducting the business in a manner by which the public are deceived or defrauded.

I am not, however, asking for myself additional powers and responsibilities, and would not be so ungenerous as to ask them for my successor; but I will endeavor, to the best of my ability, to perform every duty which the legislature in its wisdom imposes upon this office, to the end that the fair fame of this noble commonwealth shall not be tarnished by the acts and practices of corporations which it has created.

I have the honor to be, your obedient servant,

MILTON REMLEY,  
*Attorney-General.*

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BOARD OF SUPERVISORS—It has no power, given it by law, to interfere with the discretion of the clerk of the courts in having bar dockets printed where and when and by whom his good judgment may dictate.

DES MOINES, IOWA, February 21, 1900.

*W. O. Clemans, Esq., County Attorney, Cedar Rapids, Iowa:*

DEAR SIR—Yours of the 20th inst. at hand, in which you ask my opinion as to whether “the board of supervisors, by resolution, can direct when and by whom the bar dockets shall be printed, or whether the same shall, under section 8661 of the code, be printed by direction of the clerk of the court, and the printing given to whom he may see fit.”

In reply thereto I would say that section 8661 requires the clerk to furnish the court and bar a sufficient number of printed copies of the calendar. The rule of law is of universal acceptation that where a duty is enjoined upon a public officer, and no direction is given by statute as to the manner in which he shall perform that duty, a discretion is left with him to perform the duty in such manner as he may determine best.

Apply the rule to the question you ask. The clerk is directed to furnish printed calendars. Unless some statute directs how these calendars are to be procured by the clerk, or who is to print the same, he has an absolute discretion in the matter which cannot be controlled by anyone. I find nothing in the statute which authorizes the board of supervisors, by any resolution, or by any vote, or in any manner whatsoever, to interfere with the exercise of this undoubted discretion given to the clerk. It is true the board of supervisors must order the payment for them, and it has the right to insist that the cost of the printing shall be reasonable, but in my judgment, has no power given it by law to interfere with the discretion of the clerk in having such calendars printed, where, when, and by whom, his good judgment may dictate.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

**LIFE ASSOCIATIONS**—Where securities are deposited in the office of the auditor of state, he is not authorized to make any disposition thereof without a statement of the funds to which they respectively belong, furnished to him by said association.

DES MOINES, IOWA, February 27, 1900.

*Hon. Frank F. Merriam, Auditor of State:*

DEAR SIR—Your favor of the 5th inst. duly at hand. You enclose the articles of incorporation of the Federal Life association, of Davenport, together with a statement of the securities now on deposit in your office; also a requisition made by the said association for the withdrawal of certain securities, and also a sample of certain policies which purport to be guaranteed by securities deposited in your office. You state that some of the securities in your office have nothing upon them to designate to what fund they belong. The requisition is made under section 1792, which provides: "The auditor shall permit a withdrawal of the same upon satisfactory proof in writing filed with him that they are to be used for the purposes for which they were originally deposited."

The articles of incorporation of the Federal Life association provide that certain funds shall be accumulated, and shall be devoted to certain specific purposes. Certain classes of policy holders are required to pay more than certain other policy holders for the purpose of accumulating a fund, and the policy, as well as the articles of incorporation, requires that the fund thus accumulated shall inure to the benefit of the policy holders belonging to that class. There is a trust, under the articles of incorporation, attaching to every fund deposited with the auditor of state by this association.

The law requires that satisfactory proofs shall be furnished the auditor that the funds to be withdrawn are to be used for the purposes for which they were originally deposited, *i. e.*, that the association so withdrawing the funds intends to use them in execution of the trust which attached to the funds thus deposited. Where an association has accumulated several funds of different names, and securities are deposited with the auditor of state, the nature of the trust attaching to each fund should be stated so that the auditor may know the purpose for which it is deposited, and hold the same as security for the beneficiaries who are entitled to said fund.

The requisition contains a preamble, as follows: "Whereas, the premiums received by this association under the life and savings fund plan, after deducting the amount required for the surety and expense funds, are and shall be liable for the payment of mortuary claims; that there is now due and payable from the savings fund to the mortuary fund for mortuary purposes, four thousand one hundred dollars."

This is a peculiar statement for a preamble. If it is intended as a resolution of the board of directors, which it purports to be, that the savings fund shall be liable for the payment of mortuary claims, then such resolution is wholly void as applied to this fund. Under article 14 of the articles of incorporation, all the premiums received by the association under the life and savings plan are subjected to the amount required for the surety and expense funds, and for the payment of death claims, and the balance

of the premiums thus received, after meeting the drafts upon it, constitutes the savings fund. This savings fund is required to be invested in substantially the manner required by section 1791 of the code. After it is invested it, together with the profits thereon, is apportioned to the policies from which it was created, and no other class of policies is entitled to participate therein. Certain options are given to the policy holders. Among them is a continuation of their insurance beyond the time for which it was written by the application of the accumulations of this fund to the payment of the premiums year by year. Such fund cannot again be drawn upon to pay mortuary losses.

The requisition in question calls for no funds other than the savings fund, and it shows affirmatively that the withdrawal of such fund is not for the purpose for which it was originally deposited, but shows that there is to be a violation of the trust attaching to the said fund by using it for mortuary purposes. Hence, you could not legally surrender the securities, upon that requisition.

You ask, if you cannot surrender such securities on that requisition, how you can legally surrender the same. I will say that you can only legally surrender them upon proper evidence being furnished you that they are needed to execute the trust attaching to the securities on deposit in your office.

It appears in the papers submitted to me that certain of the makers of the mortgages on deposit in your office have paid to the Federal Life association the amount of their mortgages, and they are needed to be turned over to the makers. You can legally permit the Federal Life association to substitute other mortgages for those which have been paid, but no maker of any mortgage on deposit with the auditor of state has any right to pay the same to the payee without the payee having in possession the mortgage. If the association may receive pay for mortgages, which are on deposit with the auditor of state charged with a special trust or security for the fulfillment of certain kinds of policy contracts, at pleasure, and if they may withdraw such securities and apply them to any purpose for which said association may see fit, then it is useless and worse than useless to have such securities deposited with the auditor of state at all. The law requiring the deposit of such securities means something, and if, while they are deposited with the auditor of state, they are subject to the control of the association the same as if they were in the vault of the association, the law becomes meaningless.

With reference to those securities on deposit in your office, without having the fund to which they belong properly designated, you are justified in requiring the association to furnish you with a statement of the funds to which they respectively belong, and until this is done you would not be authorized to make any disposition thereof, but retain them until you can ascertain from some source the trust attached thereto.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

**MUTUAL FIRE INSURANCE COMPANIES**—Mutual companies can issue no stock. A certain company shows by its articles of incorporation that it partakes both of the nature of a stock and a mutual company. This it cannot do. It must be either one or the other, it cannot be both.

DES MOINES, IOWA, March 1, 1900.

*Hon. Frank F. Merriam, Auditor of State:*

DEAR SIR—In regard to your inquiry as to whether the guarantee fund (so-called) provided for in articles of incorporation and by-laws of mutual fire insurance companies, such as the Anchor Mutual Fire Insurance company, whose articles of incorporation and by-laws you submit to me, shall be considered as a liability, or whether, in making the statements to your department, such companies are authorized to list the so-called guarantee fund in a manner similar to that in which stock companies list their capital stock, I will say that the articles of incorporation of the Anchor Mutual Fire Insurance company are very peculiar indeed, and certain features therein have received the condemnation of the supreme court in the case of *Berry v. the Anchor Mutual Fire Insurance company*, 63 N. W. R., 681.

The supreme court holds in that case that there was no authority of law whatsoever for having the holders of the so-called guarantee funds directors of the company, and that such provision was illegal and void. That case was decided April 4, 1895, and yet that provision has been continued, although there have been some amendments attempted by the said corporation since the decision of the supreme court.

I am willing to accept as legal and proper certain members guaranteeing the contracts of a mutual fire insurance association, and it may be competent for the corporation to provide that such notes given to the company for the purpose of fulfilling its policy contracts may be assessed in a certain manner; but it is a misnomer to call the notes given by guarantors to the company a guarantee fund. Section 15 of the articles of incorporation provides that the moneys advanced by the guarantors and applied to the payment of losses shall be regarded as advances to be thereafter paid by an assessment made upon the pledges of members to the association for their own insurance. There is in fact, then, no liability of the association to the makers of the guarantee notes unless there has been money advanced thereon by the makers of such notes. If payments have been made on such notes to the full amount thereof, then such notes undoubtedly constitute a liability to the company. Every amendment to the articles of incorporation since the organization of said company in 1889 has been made, or purported to be made, by the contributors to the guarantee fund alone, except the amendment acknowledged October 1, 1895, which amendment purports to be adopted at a meeting of the policy holders and guarantors. A serious question arises whether any of such amendments have been legally adopted and are now a part of the articles of incorporation.

The plan of business seems to be to permit those persons who have given guarantee notes to the company, and have received a certificate showing

the amount which each has guaranteed, to have full and absolute control of the affairs of the association, and to treat the notes which they have given respectively as stock of the company. It requires too great a stretch of the imagination to call one who is conditionally liable as guarantor for contracts of a corporation, a stockholder. The claim that it is a mutual company under its present organization is only a pretense. Mutual companies can issue no stock. No provision is made for the policy holders sharing in any election of officers, or having any voice whatsoever in the affairs of the company. This fiction is carried along until we come to section 5, article 8 of the by-laws, wherein it is provided: "In case any stockholder transfers his stock," etc., referring by stockholders to the person who has given a guarantee note to the company.

There seems to be an attempt to impose upon the policy holders the liability of the members of a mutual company, and at the same time permit the management to reap the benefits of a stock company. I do not think this can be done, and you would be justified in requiring the company to amend its articles of incorporation so as to put it squarely upon a stock company basis, or else upon a purely mutual basis. Certain it is that the so-called guarantee fund is nothing, and is entitled to no consideration unless the makers of the guarantee notes have actually paid something to the company on such notes. Then the amount which they have paid is a liability against the company, and should be so reported as a liability. If nothing has been paid by the makers of the guarantee notes, then the amount of the notes is neither an asset nor a liability; but under no circumstances, according to the articles of incorporation, can the so-called guarantee notes be considered as an asset. If the company desires to report that responsible parties guarantee their policies to the extent of \$25,000, I know of no reason why objection should be made thereto; but the fact that a man may have credit to the extent of \$25,000, if he has no property whatsoever, does not make him worth \$25,000, by any manner of means.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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MUTUAL ASSESSMENT ASSOCIATIONS—The directors, president, vice-president, and secretary of such associations must be members thereof.

DES MOINES, IOWA, March 8, 1900.

*Hon. Frank F. Merriam, Auditor of State:*

DEAR SIR—You have requested my official opinion as to "whether or not the directors and officers, such as president, vice-president, secretary and treasurer, of mutual assessment associations organized to do business under the provisions of chapter 5, title 9 of the code, should be selected from the members of such associations; and whether or not such officers can legally act as officers of such mutual assessment associations if they are not actually members of the associations."

In regard to this I will say that there is no direct provision of the statute which explicitly prohibits one not a member of such mutual association

from being an officer therein if so elected, as there is with reference to companies doing a business authorized by chapter 4 of said title 9 (see section 1695 of the code). But I am very clear that the legislature in no way contemplated that an association should be organized and practically owned and controlled by one or more persons who have no property to insure, and who do not belong to said association. The history of legislation, and the policy of the law as stated in section 1625, as well as by analogy in other matters, I think make it as reasonably certain that the law did not intend anyone should be an active officer in associations organized to do business specified in chapter 5, of said title 9, who was not a member. The original section 1160 of the code of 1878, which is the basis of all subsequent legislation in regard to farmers' mutuals, did not in fact contemplate a corporation. The association was bound together by mutual pledges. It was a voluntary association; no provision was made with reference to how it should be managed or by whom. The custom of farmers' mutuals at the time the law was passed, was to elect the officers from their own number, and recognizing that custom, and for the purpose of enabling persons who gave their mutual pledges to conduct their business inexpensively, the present statute was enacted; but I do not think it was their intent that the law should be so construed that persons in cities and towns, with no property to insure, without making any pledges themselves, should form a corporation, issue policies or certificate of membership which would make insured members, and carry on a general insurance business with practically no restraints which a local company would exercise over the officers chosen from their own members.

I am of the opinion, therefore, that the officers, meaning thereby the directors, president, secretary, and such officers as have executive control of the affairs of the company, should be members. I do not mean to say that a person may not be chosen treasurer to simply receive and pay out funds belonging to the association, but having no voice in its management otherwise; nor that all the agents must necessarily be members of the association; but the active, executive officers of the affairs of the association must be members of the association. Yours truly,

MILTON REMLEY,  
*Attorney-General.*

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GAME LAW—Where there has been a conviction on two counts of an information for violating the game law, the prosecuting attorney and the informant who files the information, each is entitled to have \$10.00 taxed in his favor as a part of the costs of the case.

March 6, 1900.

*Hon. Geo. E. Delavan, Fish and Game Warden, Estherville, Iowa:*

DEAR SIR—Yours of the 5th inst. at hand asking my opinion as to “whether upon a prosecution and conviction of several counts of an information for violating the game law, the informant is entitled to a fee of \$5.00 for each count, or whether he is entitled to no more than \$5.00 for



each case upon which there has been a conviction although the defendant was convicted upon several counts?"

In regard to this I will say that the language of the statute is very explicit. It says: "There shall be taxed as a part of the costs in the case, a fee of \$5.00 to the informant and a like fee of \$5.00 to the attorney prosecuting the case, upon each count upon which there is a plea or verdict of guilty and judgment of conviction." It is not \$5.00 for the case but the costs in the case shall include a fee of \$5.00 for each count upon which there is a judgment or conviction. If there have been convictions on two counts, the prosecuting attorney and the informant who files the information are each entitled to have \$10.00 taxed in his favor as a part of the costs of the case, five dollars on each count, and so on. I do not see how the statute is susceptible of any other meaning.

Yours very truly,

MILTON REMLEY,  
*Attorney-General.*

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MUTUAL FIRE INSURANCE COMPANY—When the assets of such company, organized under chapter 4 of the code, including therein the fair present worth, or value of all notes, together with the other assets of the company, fall below \$20,000.00, in excess of the liabilities of the company, the auditor of state is justified in finding that its assets are insufficient to entitle it to continue in business.

DES MOINES, IOWA, March 9, 1900.

*Hon. Frank F. Merriam, Auditor of State:*

DEAR SIR—Yours of the 8th inst. at hand, in which you ask my opinion upon the following question:

"Under what circumstances can a mutual fire insurance company, operating under the provisions of chapter 4, title 9 of the code, become impaired, and what is the construction of sections 1781, 1782 and 1788 of the code, in reference to the duties of the auditor of state when a mutual fire insurance company doing business under chapter 4, title 9 of the code, is found to be impaired?"

In order to rightly construe the sections referred to, it will be necessary to look at other provisions of said chapter 4. Section 1691 requires a stock company to have paid up in cash an actual capital of not less than \$25,000. In regard to a mutual company, section 1692 requires notes of the incorporators and insurers to the amount of not less than \$25,000, to be given by solvent parties, founded upon an actual application for insurance made in good faith of which \$5,000 shall be paid in cash. These notes are made the basis of security for the payment of losses and expenses in regard to the transaction of the business of the company. They stand in the place of the capital stock required of stock companies, and are upon a different plane, and the makers incur a different liability from the makers of premium notes given for insurance after the organization of the company.

It will thus be seen that the legislature intended, before a company, either stock or mutual, could be authorized to transact a fire insurance business, that there must be at least \$25,000 of cash in hand or notes against solvent parties which should be liable for the payment of losses by fire and the expenses of the company. The premium notes taken from insurers after the organization stand upon a different basis. They can only be collected in accordance with the terms of the notes, and are given to pay the maker's *pro rata* share of the cost of insurance covering the period during which the policy is in force. Such notes cannot be considered assets of the company to the full amount of the face thereof. Every member has a statutory right to have his policy canceled by paying short rates, and hence it cannot be claimed that the company could in any event collect more than the short rates, less the amount theretofore paid by the insured. But it does not follow that the notes are worth no more than the remainder of the short rates collectible thereon, for procuring the business has cost the company something, and upon the theory that only the short rate can be collected on such notes, there is so far as the company is concerned a real value in the balance of said notes which should not be disregarded. I know of no rule which can be infallibly applied to all cases.

The question is what is the real value of such notes taking everything into consideration—including the probability of the members continuing their policies until the expirations thereof, and the fact, if such it is, that the entire commissions have been paid to the agents for procuring the insurance represented by said notes.

Section 1731 provides, in reference to a stock company, that when its capital stock, which shall not be less than \$25,000, has become impaired more than 20 per cent below the paid up capital stock required, unless the deficiency is made good, the attorney-general shall proceed to wind up the affairs of the company. This indicates clearly the standard by which fire insurance companies shall be measured. Where the assets, then, of a mutual company fall below the standard, the auditor is justified in concluding that the assets of the company are insufficient to justify the company continuing in business, and section 1733 provides he shall proceed in reference to such company in the same manner as herein required in regard to stock companies.

I think, therefore, when the assets of a mutual fire insurance company, organized under the provisions of said chapter 4 including therein the fair present worth or value of all notes, together with the other assets of the company, fall below \$20,000 in excess of the liabilities of the company, the auditor is justified in finding that its assets are insufficient to continue in business.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*



DEPARTMENT OF AGRICULTURE—The act of the legislature, creating such department, and providing for the filling of the office otherwise than by an election by the people, or appointment by the governor or some other officer of the state, is held constitutional.

DES MOINES, IOWA, March 14, 1900.

*Senator W. F. Harriman, Des Moines:*

DEAR SIR—You ask my opinion in regard to the constitutionality of Senate file No. 165, being a bill for an act to create a department of agriculture, etc., especially upon two points:

*First.*—Whether it is competent for the general assembly to create an office and provide for the filling of that office otherwise than by an election by the people, or appointment by the governor or some other officer of the state; and,

*Second.*—Whether the bill is obnoxious to section 1, article 8 of the constitution, providing that no corporation shall be created by special laws.

In regard to this I will say that all legislative authority in this state is, by the constitution, vested in the general assembly. The general assembly has the power, then, to enact any law unless there be some constitutional inhibition. Certain officers of the state are required by the constitution to be elected by the people. The constitution, however, recognizes that other officers may be appointed, and there is no provision whatsoever which requires all officers of the state to be elected by the people.

The bill in question creates a department of agriculture. We may assume, for the sake of the argument, that those persons who shall administer the affairs of the department of agriculture are state officers. Such officers, however are not constitutional officers. There is a distinction to be made between election and appointment to an office. There is no constitutional provision providing who shall make the appointment to the offices which the general assembly may create. Throughout the entire history of the legislation of the state, offices have been created by the general assembly, and provision is made for the filling of such offices sometimes by appointment of the governor; sometimes by appointment of other officers; either state or county; sometimes the offices are filled by designating the incumbents of certain other offices or positions to fill the offices created, and no question has ever been raised, to my knowledge, of the constitutionality of the appointment made in accordance with the provisions of law. The legislature may either confer upon some designated officer the power to make such appointment, or it may confer the power to make such appointment upon some other body or class of persons. Almost the identical question was determined in the case of *Sturges v. Spofford*, 45 N. Y., 446, in which it was held that the act creating a board of commissioners of pilots to have charge of the licensing and regulations of pilots for the port of New York, etc., three of whom were to be appointed by the Chamber of Commerce of the City of New York, and two by the presidents and vice-presidents of the marine insurance companies of the city represented in the board of underwriters, was not unconstitutional.

Senate file No. 165 proposes that certain officers in the department of agriculture shall be selected by a convention composed of representatives from the different agricultural societies of the state, thus conferring upon the representatives of persons supposed to be most interested in agriculture the power to make an appointment. In the New York case the power to make the appointment of the commissioners was delegated to the representatives of commercial and private associations or corporations. The agricultural societies whose representatives in convention assembled appoint the officers created by Senate file No. 165, are *quasi* public organizations, supported in part by the state, incorporated under the laws of the state, in furtherance of the policy of the state, to promote agriculture, the most important industry of the state.

The case of State *ex rel.* Childs v. Griffin, 72 N. W. R., 117, is referred to as holding to the contrary. I do not understand the case to so decide. The constitution of the state of Minnesota is different from that of the state of Iowa, and a different question was involved, but the court recognized the principle which I have stated above in the following language:

“It will be understood that we do not intimate that the legislature cannot create an office, and itself appoint the officer thus provided for, or lodge the power of appointment elsewhere than with the chief executive.”

*Second.*—In regard to the second objection referred to, I will say that I see nothing in the bill that creates a corporation. It is simply a designation of the department of agriculture as an arm of the state. The property received by the department of agriculture, as referred to in section 9, does not become the property of the officers of the department of agriculture. Whatever is received becomes the property of the state, to be managed and controlled by the department of agriculture so long as the state shall authorize the same to be done. There are to be no dividends or gains of any kind to those managing the department of agriculture, other than the salary fixed or provided for them in the manner specified in the bill. I see nothing in the act which can justly be construed into creating a corporation of any kind or nature. I am well satisfied that the bill in question is not obnoxious to the two constitutional objections referred to above, and from a careful reading of the same, I have discovered no constitutional objection thereto.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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ELECTION—BALLOT—The use of a voting machine preserving the secrecy and carrying out the intention of the constitution does no violation to the provisions of the constitution.

DES MOINES, IOWA, March 21, 1900.

Hon. Wm. W. Hawk, House of Representatives:

DEAR SIR—You have requested my opinion upon the question whether voting machines may be constitutionally used at elections in this state.

In regard thereto I will say that section 5, article 2, of the constitution, is in these words: "All elections by the people shall be by ballot." The true answer to your inquiry depends entirely upon what is meant by "ballot." Various definitions have been given of the word. The word "ballot" is derived from the word "ball." The second definition in Webster's International Dictionary is: "The act of voting by balls, or by written or printed ballots or tickets; the system of voting secretly by ballots or tickets." Among the definitions in the Imperial Dictionary, is: "The system of voting in such a way that the voter cannot be identified." In the Century Dictionary is this definition: "The method of secret voting by means of small balls or by printed or written ballots which are deposited in an urn or box called a ballot box." The Standard Dictionary, among other definitions, contains this: "The method of election by choice by voting with tickets or colored balls which are placed in a box or urn in such a manner that the voter can conceal his choice if he so desires."

In short, if we consider the original meaning of the word "ballot" as "a ball," and limit the manner of election to that used originally when the ball was in use, it will be seen that since the constitution was adopted there has never been a constitutional election, for never have balls been used in the state of Iowa. The Greeks use shells, ostrakon, for their method of conducting a secret ballot, hence the word "ostracial." In this growth of language, ballot has come to mean, and did so mean, in my judgment, at the time our constitution was adopted, a method of conducting a secret ballot.

The constitutional provision above quoted, therefore, means that all elections by the people shall be by that system which enables the voter to express his choice without it being known for whom or what he has voted. It is used in contradistinction to a *viva voce* vote, as had been formerly used in England. Any system, then, which preserves that secrecy of the ballot or vote of the elector, in my judgment fulfills the constitutional requirement.

We are not without authority to sustain this position. Under a constitution more restricted than ours, the Rhode Island court held that an election by the use of voting machines was constitutional. (19 R. I., 729.) The use of a paper ballot is an acknowledgment of a departure from the primitive use of the word. I think, without doubt, that at the time our constitution was adopted the word "ballot" was understood as meaning a system of secret voting in contradistinction to *viva voce* voting, and the use of a voting machine preserving the secrecy and carrying out the intention of the constitution is, in my judgment, not obnoxious to the constitution.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

**CORPORATIONS**—They have no power in this state to incur an indebtedness to exceed two-thirds of their capital stock. Any foreign corporation seeking to do business in this state must conform to the policy of this state, both in regard to the nature of the business transacted and the security which the law of this state is intended to give to those having dealings with such corporations.

DES MOINES, IOWA, March 30, 1900.

*Hon. G. L. Dobson, Secretary of State:*

DEAR SIR—You have submitted to me copies of the articles of incorporation of the Marfield Elevator Company, and the Interstate Elevator Company, which corporations are incorporated under the laws of the state of Minnesota, and seek to obtain permits to do business in the state of Iowa by complying with section 1637 of the code, and you ask my opinion whether, under the circumstances, such permits should be granted.

The nature of the business of each company is stated in the following words: "The general nature of the corporate business shall be the erection, purchasing, leasing, owning and operating and sale of elevators and warehouses; and the doing of a general business for itself or on commission in buying, selling, cleaning and storing grain, seeds of all kinds, flour, feed, fuel, lumber and building materials." The capital stock of the Interstate Elevator Company was originally \$100,000, "of which not less than \$40,000 shall be subscribed for and paid in on or before April 1, 1896, and the balance of said stock may be subscribed for and issued or not, and at such times as the board of directors may at any time determine." Under article 4, the limit of the indebtedness was placed at \$250,000. By amendments made June 2, 1899, stock was authorized to be issued to the extent of \$200,000 "and all of said increase of stock to be subscribed and issued at such times and in such amounts as the board of directors may from time to time determine." The article in regard to indebtedness was amended so as "to increase the highest amount of indebtedness or liability to which such corporation shall at any time be liable to the sum of \$500,000.

It will be noticed that these amendments required, so far as the public may know, only \$40,000 of stock to be subscribed and paid in, and the corporation is authorized to become indebted in the sum of \$500,000. The Marfield Elevator company can also become indebted far in excess of the capital stock paid in.

Under section 1611 of the code, such corporations, if organized under the laws of this state, shall fix the highest amount of their indebtedness or liability in a sum that shall not exceed two-thirds of the capital stock. The purpose of this evidently is to protect the public who have dealings with such corporations. This provision of our statute is of old standing, it appearing in the code of 1851.

It may be said, then, to be the settled policy of the state that no corporation organized in this state shall have the power to incur an indebtedness to exceed two-thirds of their capital stock. While section 1637, relating

to granting permits to foreign corporations to do business in this state, does not, in express terms, require a foreign corporation to comply in all respects with the laws of this state relating to the organization of incorporations, yet I think it must be understood without doubt that the legislature intended that only such foreign corporations as conform generally to the policy of this state as expressed in its laws for the organization of corporations under the laws of the state, should be permitted to do business within the state.

I cannot conceive that the legislature ever intended that corporations organized under the laws of this state should be placed at a disadvantage as compared with foreign corporations doing business in the state. There is no rule of comity which would require a state to give permission to a foreign corporation to do either a class of business prohibited to corporations organized under the laws of this state, or to give to foreign corporations the right to do business on terms and conditions more favorable than those given to our state corporations. All foreign corporations, in my judgment, must afford to the people of the state who deal with them security and protection at least equal to that required of corporations organized under the laws of the state. It would be an anomalous condition to prohibit a corporation organized under the laws of this state, with a capital of \$40,000 to incur liability in any greater sum than two-thirds of its capital, and to permit a Minnesota corporation with the same amount of capital to incur a liability of half a million of dollars. In my judgment, any foreign corporation seeking to do business in this state must conform to the policy of this state, both in regard to the nature of the business transacted and the security which the law of this state is intended to give to those having dealings with such corporation. Hence, I do not think it your duty to give permits to said corporations authorizing them to do business in this state.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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PENITENTIARIES—The powers vested in the governor by section 5710 of the code are abrogated as to him and vested in the board of control by chapter 118, acts of the Twenty-seventh General Assembly.

March 31, 1900.

*Board of Control of State Institutions, Des Moines, Iowa:*

DEAR SIRS—Yours at hand, requesting my opinion upon the following question:

“A convict confined in one of the penitentiaries became insane, and was transferred to the insane department at Anamosa, where he is now confined. His term is about to expire, and the warden proposes to cause an examination to be made as provided in section 5710 of the code. Are the duties which that section devolved upon the governor now to be discharged by the board of control, or is the governor still required to act according to the provisions of that section?”

Section 8, chapter 118, of the laws of the Twenty-seventh General Assembly, gives to the board of control "full power to manage, control and govern, subject only to the limitations contained in this act, \* \* \* the state hospital for the insane \* \* \* and the state penitentiaries." Section 55 of said chapter repeals all acts and parts of acts in conflict with, or inconsistent with this act. Section 5710 of the code as well as 5709, conferred upon the governor certain powers and duties in relation to the management, control and government of the penitentiaries, with power to order a convict to be transferred from one penitentiary to the insane department of the other or from one penitentiary to one of the hospitals for the insane, or to order that convicts should be retained in the hospital department for the criminal insane. If such powers are still to be exercised by the governor, it is the duty of the board of control to respect and carry out the orders of the governor which may be made in the exercise of that power. It becomes evident, therefore, that the exercise of such power is an encroachment upon, and inconsistent with, the full power given to the board of control to manage, control and govern said institutions.

Many cases may arise where the exercise of such power by the governor would produce a conflict of authority. Suppose, for instance, the governor should direct a convict to be sent to a state hospital who had no settlement in the state, and the place of his settlement was unknown. He would have to be received as a state patient. The last sentence of section 88 of said chapter 118, provides "that no patient to be maintained at state expense shall be received at the state hospital without the formal order of the board of control." In the case supposed, then, the governor may, if such a power still exists, order a state patient to be sent to one of the hospitals, and the board of control refuse to make an order to receive him at the state hospital.

I think, without question, so much of section 5710 of the code as imposes any duty upon the governor with reference to the matters therein contained, is in conflict and inconsistent with said chapter 118 of the laws of the Twenty-seventh General Assembly and has been repealed, and the board of control, under the provisions of said chapter 118 has full power to discharge the duties devolved by said section upon the governor.

Yours truly,

MILTON REMLEY.

*Attorney-General.*

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**PENSION MONEY**—The board of control, or the commandant of the Soldiers' Home, has power to require a deposit with the commandant of a part of pension money of an inmate which extends to two classes only; first, those who have been convicted twice of violating the criminal statutes of the state, or who shall have twice been found guilty by the commandant or court martial of intoxication or other misdemeanor; second, those pensioners who have a wife or minor children.



DES MOINES, IOWA, April 28, 1900.

*Board of Control of State Institutions:*

DEAR SIRS—Yours of the 23d inst. at hand, enclosing two letters from pensioners at the Iowa Soldiers' Home with reference to the disposition to be made of their pension money, and asking my opinion in regard to your authority to comply with the requests made in these letters.

The act of the Twenty-eighth General Assembly, approved March 29th, being an act defining the power of the board of control in relation to the pension money of members of the Iowa Soldiers' Home, prohibits the board of control adopting or enforcing any rule making any disposition of the money received from pensions by members of the Soldiers' Home, except as provided in the act. Section 2 of the act provides for the disposition of the money of pensioners in cases where the member of the home shall have been "convicted twice by any court of justice of violating the criminal statutes of the state, or who shall twice be found guilty by the commandant or a court martial, if the members so elect, of intoxication or other misdemeanor."

Said section 2 does not authorize any interference with the pension money received by any member of the home unless he shall have been convicted of violation of law or of a misdemeanor as above stated. Section 3 of the act is as follows: "All members of the home who are pensioners and having wife or minor children, shall be required to deposit with the commandant at once upon receipt of his pension check, one-half of his pension money, which shall be sent at once to said wife or minor children, unless said wife is proven to be a woman of immoral character."

It will be thus seen that the power of the board or the commandant of the home to require any deposit with the commandant of any part of the pension money extends to two classes of pensioners; first, those who have been convicted twice of violating the criminal statutes of the state, or who shall twice be found guilty by the commandant or court martial of intoxication or other misdemeanor. The second class is all pensioners who have a wife or minor children. The power of the board to adopt or enforce any rule with reference to any other class is entirely prohibited by section 1 of the act.

The letter of Mr. Chas. P. Swalm, his statement of facts being endorsed as correct by the commandant, and assuming that he has not been twice convicted of violation of any criminal law, or intoxication, or other misdemeanor, by the commandant or court martial, brings him within neither of the classes referred to above, and hence he is authorized, in my judgment, to do exactly as he sees fit with the money received from the pension, and if he desires to send one-fourth of it to his mother, it is his privilege. If his mother were dependent upon him, which does not appear from the statement of facts to be the case, the board could take no steps to enforce the sending of money to her unless he should be convicted in the manner referred to in section 2 of the act, of some violation of law, misdemeanor, or intoxication.

Hence, I think he is at liberty to use or dispose of his pension money as he wishes, without let or hindrance from the commandant or the board of control.

*Second.*—In regard to the case of Mr. Augustus Morrison: It appears from his letter that he receives a pension of \$8.00 per month, and under the rule heretofore enforced, has been sending all above \$6.00 per month to his two children who are twelve and fourteen years of age respectively, and are at the Soldiers' Orphans' Home at Davenport. He wishes to discontinue the sending of money to his children and to apply all in excess of \$6.00 per month to the payment of certain debts.

His case comes clearly within the provisions of the third section which I have quoted above. Having minor children, under section 3, he is required to deposit with the commandant one-half his pension, or \$4.00 per month, which amount section 3 requires to be sent at once to his children. The other half, or \$4.00 per month, Mr. Morrison is at liberty to dispose of as he deems best. In his letter he states that the children are not in need of any of the necessities of life. By section 3, the need of the children is not an element to be taken into consideration. The statute says plainly that the members of the home who are pensioners, and have a wife or minor children, shall be required to deposit with the commandant at once upon receipt of their pension checks, one-half of the pension money.

A series of inquiries might arise as to how this money shall be expended for the minor children; whether the home at Davenport could use the same for the support of the children there; whether it shall be used by the children themselves as pin money; whether a guardian might be required to receive it for them. But these inquiries relate more to the wisdom or unwisdom of the act with which your present inquiry has nothing to do. I think it plain that section 3 requires a greater deposit to be made by Mr. Morrison and those similarly situated with reference to having a wife or minor children than was required under the rule heretofore in force. The act in question, while it has limited the power of the board and of the commandant, has increased the burden upon the class of members in the home described in section 3 thereof.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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MUTUAL ASSESSMENT INSURANCE ASSOCIATION—There is nothing to prevent a corporation from insuring against loss or damage from all the causes named in section 1759 of the code. Under proper provision, an association organized under chapter 5, may divide its members into classes.

DES MOINES, IOWA, April 27, 1900.

*Hon. Frank F. Merriam, Auditor of State:*

DEAR SIR—Your request for my official opinion upon the following question has been duly considered, viz:

“An association is about to incorporate for the purpose of doing fire, lightning, and tornado business, under the provisions of chapter 5, title IX of the code. The incorporators desire to provide in the arti-



cles for a division into two classes,—one division to consist of fire and lightning business, and the other class to consist of tornado and wind-storm business. They desire, further, to provide that in case of loss from fire and lightning that only those holding fire and lightning policies are to be assessed to pay the loss; and that when losses occur by tornado and wind-storm that only those holding tornado and wind-storm policies are to be assessed; the query being, can an association containing these provisions in its articles of incorporation be legally authorized to do business under the provisions of the code already cited, provided *bona fide* applications for insurance to the amount of \$100,000 is first obtained in each class.”

Section 1759 of the code provides: “Any number of persons may, without regard to the provisions of the preceding chapter, enter into contracts to and with each other for their insurance from loss or damage from fire, tornado, lightning, hail-storms, cyclones, or wind-storms.” The following sections of said chapter 5 imply at least that the persons entering into the contracts referred to in section 1759 may incorporate, and the contracts entered into and with each other are entered into by means of the corporation. The kind of insurance which may be done is specified in said section 1759. The corporation is a mutual association.

I do not think there is anything to prevent a corporation from insuring against loss or damage from all the causes named in said section 1759; nor would one be justified in saying that a company could only insure against one of the contingencies or causes specified in said section. In fact, it would be hard to distinguish between loss or damage from tornadoes, cyclones or wind-storms.

The only question about which there can be any reasonable doubt in my mind is whether such association may divide its members into two classes, depending upon the contingencies insured against. If a proper provision is made for the equitable apportionment of the expense of managing the company, each class contributing to the payment of the losses occurring in that particular class, and each class having insurance in the sum named in your inquiry and in the statute, I see no legal objection thereto. The mutuality required to be preserved by mutual companies does not necessarily mean that each one shall pay the exact amount which every other member pays. In fact, in all mutual insurance companies, the basis for contribution to losses is fixed by the premium paid, or the premium note given. Where one class, for instance, the class which is insured against tornadoes, hail-storms, cyclones, or wind-storms, agrees to pay the losses of the members of that class by an assessment upon the members of that class, the mutuality is preserved between the members of that class and the class insured against fire and lightning is not required to contribute to the losses of the other class. If each class contributes its equitable proportion to the expenses of operating the company, I cannot say that the mutuality is not maintained.

It is somewhat difficult to gather a clear idea of what the legislature intended by some of the provisions of said chapter 5. It is a little difficult to consider a contract made between a corporation and a member as “entering into contracts to and with each other.” In one sense undoubtedly this is true, but in a very material sense it is not true. Still, construing the

different sections as best we may, I am inclined to think that you would be justified in authorizing a company organized under said chapter 5 to do business upon the plan above suggested, if due care is taken that each class shall contribute equitably its proportionate share to the expenses of maintaining the corporation and transacting the business.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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**WARRANTS—AUTHORITY OF AUDITOR OF STATE TO DRAW**  
—He has no authority to draw warrants against the fund appropriated under chapter 131, acts of the Twenty-seventh General Assembly, after the first day of April 1900.

DES MOINES, IOWA, April 27, 1900.

*Hon. Frank F. Merriam, Auditor of State:*

DEAR SIR—Yours of the 16th inst. came duly to hand, in which you ask my official opinion upon the following question :

“Can the Auditor of State draw warrants against the fund appropriated under chapter 131, acts of the Twenty-seventh General Assembly, after the first day of April, 1900?”

Section 2 of the said act is as follows: “There is further appropriated from the state treasury for the term of two years ending March 31, 1900, the following sums, or so much thereof as may be necessary, to wit: \* \* \* provided that on the first day of April succeeding the meeting of the regular session of the General Assembly, all moneys appropriated under this act and remaining unexpended shall be and are hereby covered into the state treasury.”

The correct answer to your inquiry depends upon the meaning of the word “unexpended.” For a number of years substantially the same language has been used in the general appropriation act. The word “expended” is derived from the Latin “expendere,” meaning “to weigh out; to pay out; to lay out;” used with reference to the paying out of money, because of the fact that before money was coined, the precious metal was weighed out in scales or balances. The English word “expend,” when applied to money, means to pay out or disburse money. This is the definition given by most or all of the lexicographers, and common usage sanctions the use of the word in this sense.

The first clause of the section above quoted makes the appropriation for the term of two years, ending March 31st. The second clause expressly requires all moneys appropriated in this act, “and remaining not paid out on the first of April, to be covered into the state treasury.” Money cannot, in any true sense, be said to be expended until it is paid out. The last clause of said section is equivalent to saying that all moneys remaining not paid out on the first of April shall be and are hereby covered into the state treasury.

The purpose of this provision is in harmony with the construction above given. In making appropriations and providing for the expense of the government of the state, and the state institutions, it is necessary that the legislature should know the amount of money subject to be drawn under previous appropriation bills. If it were proper to pay for bills or debts contracted, relying upon the appropriation after the first day of April, the general assembly would have no means of knowing the amount of such bills or debts outstanding, and hence could not know definitely the amount of money in the treasury subject to be drawn. The appropriations from one general assembly to another are not cumulative. The provision above quoted closes the account, so far as the money not drawn from the treasury is concerned, promptly on the thirty-first day of March succeeding the meeting of the regular session of the general assembly. If bills or debts contracted by any state officer on account of the appropriation contained in said act, cannot be settled and adjusted and paid prior to the first day of April, then the legislature can provide therefor by an additional appropriation in the omnibus appropriation act, and no one will be prejudiced by the construction thus placed upon it.

I am of the opinion that your inquiry must be answered in the negative.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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INMATE OF HOSPITAL FOR INSANE—RESIDENCE OF—Such person cannot change his residence or place of settlement. He has not the mental capacity to form such an intention as is required by law.

May 4, 1900.

*Board of Control of State Institutions, Des Moines, Iowa:*

DEAR SIRs—Your favor of the 2d inst. at hand in which you ask my opinion upon the state of facts therein narrated, namely; that a patient at Clarinda hospital was paroled for sixty days, but was not discharged as cured. He had been a state patient. During the time that he was out on parole he resided in Woodbury county. Under a new commitment he was returned to Clarinda April 21, 1900. The warrant and findings of the commissioners of Insanity of Woodbury county state his legal residence to be in Woodbury county. You ask whether, upon such facts, said patient could obtain a legal settlement so as to be chargeable to Woodbury county; or, stated otherwise, can an insane man, who is an adult, acquire a settlement in such a case.

I am very clear that if the patient's residence before he was sent to the hospital in the first place, was not in Woodbury county, he could not acquire a settlement in Woodbury county between the date of his parole, on January 15, 1900, and the date of his return, April 21, 1900. The length of time required to obtain a settlement in a given place is one year. Even had he been a sane man, he could not, in seventy days' time, acquire a settlement where he had not one.

I do not think an insane person can change his residence or the place of his settlement. Settlement follows from a continued residence in a given place for the period of twelve months. Settlement once acquired continues until it has been legally changed. To change the place of residence, two things must combine. First, an intention to make such change; second, an actual change. An intention to change a residence cannot be imputed to an insane person. Hence, in my judgment, an insane adult cannot acquire a new settlement by simply wandering into another county or jurisdiction. If Woodbury county insane commissioners find that his settlement is in that county, it is possible that they have knowledge of facts which your honorable board may not know. While the patient in question had been committed as a state patient to the hospital, the former finding may have been incorrect and the latter one be correct. The board might well make a thorough investigation of the facts before doing anything to set aside the order of the commissioners of insanity of Woodbury county.

Respectfully yours,

MILTON REMLEY,  
*Attorney-General.*

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GAME LAWS—VIOLATION OF BY INDIANS ON RESERVATION  
—The above laws are general in their operation, and affect Indians the same as all other persons.

May 8, 1900.

*Hon. Geo. E. Delavan, Estherville, Iowa:*

DEAR SIR—Yours of the 9th inst. at hand asking my opinion upon the question whether the Indians of Tama county are amenable for the violation of the Iowa game law.

In reply to this I will say, that there is no exception made in favor of the Indians in the statute. The statute is general in its operation and effect. All persons, whether citizens or aliens, resident or non-resident are liable for any violation of the statute. The Indians can claim no exemption from the operation and effect of the criminal laws of the state.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

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But see *In re. Blackbird*, 100 Fed., 139,

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FENCES—RIGHT TO ERECT ALONG MEANDERED LAKES—  
No adjacent land owner has a right to enclose the shores of a lake below high water mark, or any part of the lake with a fence so as to interfere with the rights of the public.

DES MOINES, IOWA, May 17, 1900.

*F. M. Baughman, Esq., Deputy Fish and Game Warden, Breda, Iowa:*

DEAR SIR—Yours of the 16th inst. at hand, in which you ask my opinion

as to whether parties owning land adjacent to Wall Lake, in Sac county, have the right to build a fence in the waters of the lake, thereby obstructing the passage of any wanting to fish in said lake from the shore, and whether they can prohibit anyone from climbing over or through such fence for the purpose of fishing.

In regard to this I will say that in all meandered lakes the state of Iowa owns all the land under the lake and on its shores up to high water mark. It holds the title for the use of the public. The public, and any part thereof, has the right to go to any part of the lake, or along its shores below high water mark, without let or hindrance. Persons owning land adjacent to the lake can prevent people trespassing on their land in going to the lake, but the right of the adjacent land owners does not extend below high water mark. Such land owners may erect wharves or docks, and use the shores for purposes connected with the legitimate use of the lake, but cannot prevent the public from going thereon, or passing along the shores of the lake freely. In using the lake, the adjacent land owners must use it so as not to interfere with the rights of the public.

It follows from this statement of the rules of law that no adjacent land owner has a right to enclose the shores of a lake below high water mark, or any part of the lake, with a fence, so as to interfere with the rights of the public.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

#### TRUSTEES OF IOWA STATE COLLEGE—POWERS OF—1—

They have no authority to use any part of the interest from the endowment fund to pay off expenses of the college experiment station.

2.—They cannot legally divert the funds appropriated by section 2674 of the code to the payment of the current expenses of said experiment station.

May 23, 1900.

*Hon. J. B. Hungerford, Chairman Board Trustees Iowa State College, Carroll, Iowa:*

DEAR SIR—Yours of the 16th inst. duly at hand in which you ask my opinion upon the following questions:

*First*—"Can the trustees of the college lawfully appropriate any part of the interest from the endowment fund, for the payment of the current expenses of the college experiment station?"

The act of July 2, 1862, donating lands to the several states provided, among other things, that the money derived from the sale of the lands aforesaid, shall be invested in a certain manner, and "the interest of which shall be inviolably appropriated by each state, which may take and claim the benefit of this act, to the endowment, support, and maintenance, of at least one college, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such

branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislature of the states may respectively prescribe." The act further provides that the state shall erect the necessary buildings and keep the capital of the fund derived from the sale of lands forever undiminished. The state has accepted the grant upon the terms named in the act. The act of March 2, 1887, providing for an agricultural experiment station to be established under the direction of the college or colleges or agricultural department of colleges, made an appropriation for the expense of said experimental station. While the experiment station is under the control and direction of the college, yet it is something separate and distinct from the college so far as the expenses are concerned, and the sources from which the funds necessary to maintain the experiment station are derived. There is nothing in the statute of the state which authorizes or justifies the mingling of the funds provided for the support of the college proper and for the support of the agricultural experiment station. In view of the acts of congress, it is doubtful whether the legislature could authorize the diversion of the income fund of the college to the support of an experiment station, but whether the legislature has such power or not need not be discussed, for the legislature has not attempted so to do. The two are treated as separate institutions so far as the expense of supporting the same is concerned. Hence, I do not think the board of trustees of the college would be authorized in using any part of the interest from the endowment fund, for payment of the expenses of the college experiment station.

*Second*, you ask: "Can the trustees lawfully appropriate any part of the annual appropriation provided under section 2674 of the code, for payment of current expenses of the college experiment station?"

Section 2674 is as follows: "For the repairs, general improvements and current expenses of the state college of agriculture and mechanic arts, in its several departments and chairs, and in aid of the income fund, the sum of eighteen thousand five hundred dollars is annually appropriated out of any money in the state treasury not otherwise appropriated." This section specifies the purposes for which the appropriation is made. Bearing in mind that all appropriations of the national government, and all laws enacted by the legislature make a distinction between the college and the experiment station, it is evident that the appropriation made by section 2674 is intended for the support, repairs, general improvement and current expenses of the college and not for the current expenses of the experiment station. I do not think the trustees can legally divert the funds appropriated by said section to the payment of the current expenses of the experiment station.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

GAME LAWS—Fish in ponds or lakes owned by private individuals are private property. Under the facts stated, no opinion can be formed as to whether the parties are in fact the owners of the lakes in question.

June 8, 1900.

*Hon. Geo. E. Delavan, Estherville, Iowa:*

DEAR SIR—Your favor of the 28th ult. at hand, in which you enclose a letter of Mr. J. H. Scott, and request me to give you an opinion upon the rights of the parties from the facts stated in Mr. Scott's letter. Mr. Scott says: "We have in this town an association organized for the purpose of fishing and have leased, on the bottom lands of the Mississippi, a couple of ponds, or small lakes, that are surveyed, and taxes paid on the same, as if in a state of cultivation, and are cut off from the main channel or stream by the government levee. The association wish to know if they have the right, under the state law, to fish in these ponds with nets, or only with hook and line? In other words, they wish to know what their rights are now, as provided by the statute?"

The answer to this question depends altogether upon the ownership of the ponds or small lakes. If the ponds, or small lakes, are private property, then I am of the opinion that the owners, under section 2545, are the owners of the fish therein, and may take them as they see fit, or permit the same to be done. Under the facts stated, I can form no opinion as to whether the parties are in fact the owners of the lakes. Mr. Scott's letter says they are surveyed and the taxes paid the same as if in a state of cultivation. I infer also that the lakes were formerly connected with the stream by a natural outlet. The fact that some party has had a meandered lake surveyed, and voluntarily pays taxes, does not necessarily make him the owner of the lake, notwithstanding the outlet may be cut off by a levee built by the government.

The language of section 3545 is: "Persons who own premises on which there are waters having no natural inlet or outlet through which such waters may be stocked or replenished with fish, are the owners of the fish therein, etc." It may be contended that there was a natural inlet or outlet to these lakes which has now been closed by the government levee, and hence the lakes, although owned by private parties, do not come within the description of lakes referred to in said section. Such a construction would be very technical indeed, and I think contrary to the spirit and intention of the entire section. The government levee destroys the outlet or inlet and there is none there now, so that if the ponds or lakes belong to private parties, the public is not damaged by the taking of the fish therefrom by the owners of the lakes.

If private parties do not own the lakes, then I do not think they would be authorized to seine in them.

Yours truly,

MILTON REMLEY,

*Attorney-General.*



**COMMISSIONER OF LABOR STATISTICS**—Under the powers given him by law, to inspect factories, he may make a written request to enter said buildings for such purpose, and if refused permission, he may proceed to enter said buildings without the consent of the owner.

June 11, 1900.

*Hon. C. F. Wennerstrum, Commissioner of Labor Statistics, Des Moines, Iowa:*

DEAR SIR—Yours of the 8th inst. duly at hand in which you refer to section 2472 of the code, and ask:

“Must the commissioner first obtain or secure the complaint of two or more persons before he can enter such factory, or does the law mean that he must make an examination of a factory on receiving such complaint, and does the law quoted, authorize him to make an examination on his own initiative after having first asked permission in writing to inspect such factory, as the law prescribes?”

The language of the statute is: “The commissioner of the bureau of labor statistics shall have the power upon the complaint of two or more persons, or upon his failure to otherwise obtain information in accordance with the provisions of this act, to enter any factory, mill, etc., when the same is open or in operation, upon a request being made in writing, for the purpose of gathering facts and statistics such as are contemplated by this act.” Section 2474 of the code provides in general terms, the kind of information that may be required to be furnished by the owner or manager of such factory, mill, workshop, mine, etc. The information given may not prove satisfactory. Some matters about which information is to be asked, such as, what means are provided for the escape of the employes in case of fire; what measures are taken to prevent accidents to employes from machinery; how are the buildings ventilated, etc., could be obtained better by a personal inspection than by any description which could be given. The purpose of the law, among other things, is unquestionably to secure the best possible protection for the life and the health of the employes. A power given often implies a duty. Where complaint is made by employes or others, as to the insufficiency of the appliances to secure the life, health and comfort of the employes, I think it is the duty of the commissioner to make a personal inspection, exercising thereby, the power to enter the building when it is open or in operation, after making a request therefor in writing. But if, for any cause, he deems the information which he has obtained, not satisfactory, I do not think he is limited in his action until after complaint is filed. He may make a request in writing and if granted enter the building, and if refused permission he may proceed to enter the building without the consent of the owner.

Yours respectfully,

MILTON REMLEY.  
*Attorney-General.*



BOARD OF CONTROL—The abstract of title of the east half of lot sixteen (16) in Sage's subdivision of the southwest quarter of section twelve (12), township seventy-nine (79), range twenty-two (22), west of the 5th P. M., shows the title in the present owner to be good.

June 11, 1900.

*Board of Control of State Institutions, Des Moines, Iowa:*

DEAR SIRs—I enclose you the abstract of title of the east half of lot sixteen (16) in Sage's subdivision of the southwest quarter of section twelve (12), township seventy-nine (79), range twenty-two (22), west of the 5th P. M. The objections thereto pointed out in my communication of May 4th have been removed except in regard to taxes up to and including the year 1876, as stated in item number 10 of the abstract.

In regard to this I will say, that while taxes are made a perpetual lien upon real estate, the long time that has elapsed since there was any effort to enforce the taxes, makes the defect in title more apparent than real. The action of the board of supervisors in passing a resolution relinquishing taxes prior to and including 1876, although in my judgment without authority of law, has been acquiesced in for so long that there is not one chance in five hundred of the act ever being questioned hereafter. Everything considered, I am of the opinion you would be justified in purchasing the said land and considering the title thereof good, as I think it is for all practical purposes.

I enclose you herewith also the unrecorded deeds and tax receipts.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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INSURANCE COMPANIES—1.—The securities of such companies deposited with the auditor of state for the purpose of securing policy holders cannot be withdrawn under any circumstances, either by the company depositing the same or any assignee or reinsuring company, except upon the substitution therefor other securities in a sum of equal value to those withdrawn.

2.—Payment of interest could be endorsed on such security at the request of the company, in case it has been paid and there is no interest coupon to be severed from the mortgage or bond. No company has any authority of law whatsoever to receive payment in full for said securities.

3.—The maker of such securities, making payments thereon, to any one other than the auditor of state, while such securities are in his possession, does so at his peril.

June 12, 1900.

*Hon. Frank F. Merriam, Auditor of State, Des Moines, Iowa:*

DEAR SIR—Yours came duly to hand in which you ask my opinion upon the following subjects:

*First*—"In the transfer or consolidation of the assets and business of a legal reserve company organized in this state with a similar company organized in another state, on what basis, if at all, can the purchasing or surviving company if organized outside of this state, withdraw the securities deposited with this department?"

In regard to this I will say, that life insurance companies organized under chapter 6, title 9 of the code, if a stock company, under section 1769 of the code is required to deposit with the auditor of state, securities representing \$25,000 of paid up capital. And under section 1774 they are required to deposit from year to year, enough in addition thereto, to make the total deposit equal the net cash value of all policies in force. A mutual company under section 1774 is required to deposit in section 1770 of the code, three-fifths of the whole annual premium of policies, averaging \$1,000 each, issued on the life of two hundred and fifty persons, and from year to year, enough in addition thereto to make the total securities deposited with the auditor equal the net cash valuation of all policies in force by such company. The state becomes the trustee of the funds thus deposited, holding the securities, which as far as they go, are a guaranty of the fulfillment of the contract made between the company and the policy holder. The auditor is the custodian of the securities thus deposited, with the state as the trustee. No company organized in the state is permitted to do business without complying with the requirements of the provisions of the law above referred to. Section 1779 authorizes the companies having such deposits to change the securities, that is, they can substitute other securities in lieu of those theretofore deposited with the auditor. Section 1780 authorizes the companies having deposited with the auditor, bonds or other securities, to collect the dividends or interest thereon, forwarding to their authorized agents the coupons or other evidence of interest as the same become due. But there is no provision of law authorizing the withdrawal from the auditor's hands the bonds or mortgages or other securities once deposited there except upon the company first having placed in the auditor's hands, an equal amount of securities to be approved by the auditor. Section 1774 requires that the full net valuation of all policies in force shall be ascertained by the auditor, and securities in an amount equal thereto, shall be deposited with the auditor. The provision authorizing a substitution of securities and a collection of interests thereon, gives to the companies sufficient latitude in the loaning of their money and the collection of the interest thereon, but does not authorize them to withdraw securities deposited so as to reduce the amount deposited, below the net valuation of the policies of such company in force. Nor does the law authorize a stock company to withdraw securities so as to reduce the amount on deposit with

the auditor below the sum of \$25,000 the amount of cash capital required of such stock companies.

The inquiry arises: For what purpose is this deposit with the state as trustee? Section 1778 clearly defines the trust imposed upon the state. If a company defaults or becomes insolvent or proceedings are instituted against a company, the securities on deposit shall vest in the state for the benefit of the policies on which such deposits were made, and the proceeds of the same, shall, upon order of the court upon final hearing, be divided among the holders thereof in proportion to the last valuation of the sum, or at any time be applied to the purchase of reinsurance for their benefit. It is thus seen, that the state is the trustee of securities which are pledged for the fulfillment of a contract of insurance made between the company depositing such securities, and its policy holders. No private arrangement between the company making such deposit, such as procuring reinsurance on some other company organized under the laws of this state, or any other state, or a consolidation of business by which the business is afterwards continued in the name of another company, will justify the trustee or the auditor of state acting for such trustee, in releasing the securities or permitting them to be withdrawn from the hands of the trustee. To illustrate: A enters into a contract with B and as an inducement for B to enter into the contract, deposits with C as trustee, certain securities as a pledge or guarantee that A will fulfill his contract with B. Afterward A makes another contract with D, to which B is not a party, by which D assumes all the obligations entered into by A and agrees to carry them out; what right in such a case would D have to the securities which were pledged and placed in A's hands for the fulfillment of the contract made with B. B has a right to insist that C, the trustee, shall hold the securities originally pledged for the fulfillment of the contract, and for C to deliver the securities without B's consent to any person whomsoever, would be a gross violation of his trust and contrary to every principle of law and equity.

The provisions of the statute to which I have called attention are wise and one of the most excellent features of the Iowa insurance law. They have been advertised and many policy holders have been induced to take policies in various companies because of the provision of law referred to, and the securities deposited with the auditor of state. To permit a company which has received money as premiums from the policy holders on policies procured because of securities deposited with the auditor of state, to reinsure its risks in a company organized under the laws of another state, which latter company is not required to deposit the net valuation of all policies in force with the auditor of this state, and because of such reinsurance, for the auditor to surrender the securities pledged for the fulfillment of the contracts of insurance without the policy holder's consent, would be a gross violation of law and of his duty as an officer of the state. It would practically abrogate the wise provision which the law has made for the protection of policy holders. It would be a rank injustice to such policy holders, and, in addition thereto, I am inclined to the view it would render the auditor liable on his bond to every policyholder injured thereby. My conclusion is, that such securities cannot be withdrawn under any circumstances, either by the company depositing the same, or any assignee

or reinsuring company, except upon the substitution therefor of other securities in a sum of equal value with those withdrawn.

*Second*—You ask further: "In case you find such securities should still be retained on deposit here, what arrangements, if any, should this department enter into to permit the temporary withdrawal of securities for the proper endorsement of payments made thereon; or in case said securities have been paid in full?"

In regard to this, from what I have said before, it will appear that the auditor has no authority to permit the withdrawal of any securities until an equal amount has been deposited with him. If securities equal to the net valuation of all policies in force have been deposited by the company, the auditor is authorized to surrender the coupons attached to bonds or notes, to the company as such coupons mature. But the bonds or mortgages should in no case be permitted to go out of the hands of the auditor until other securities are substituted in place thereof. The payment of interest could be endorsed thereon at the request of the company in case it has been paid and there is no interest coupon to be severed from the mortgage or bond.

You ask: "What shall be done in case said securities have been paid in full?"

No company has any authority of law whatsoever to receive payment for securities which are deposited with the auditor of state. The maker of any mortgage or note, or any bond given to an insurance company, is presumed to know the law, and is not justified in making a payment to an insurance company unless such company has actual possession of the bond or mortgage. If he does so, he does it at his peril. It is my opinion that the auditor should permit no withdrawal of securities for the endorsement of payment made thereon, unless the company has placed an equal value in lieu thereof. Such companies being authorized to receive the payment of interest, except as hereinafter stated, a company giving a receipt for the interest is entitled to have a receipt for the interest paid, attached to the note or mortgage, but if such note or mortgage has interest coupons attached, the auditor is justified in cutting off the same and forwarding it to the company. A company having no authority to collect the principal of any securities on deposit with the auditor, if it unlawfully does so, the auditor is justified in refusing to recognize such payment and still holding the bond or mortgage for the purpose of carrying out the trust imposed on the auditor when such security was deposited with him.

*Third*.—You ask further: "What action should this department take, if any, to prevent the companies accepting payment in part or in full amount of securities deposited here without the withdrawal of said securities?"

The latter part of section 1380 provides: "If any company fails to deposit additional security when and as called for by the auditor, or pending any proceedings to close up or enjoin it, the auditor shall collect such dividends or interest and add the same to such securities." In as much as under the law, companies not in default are authorized to collect the interest, I think the auditor should, in case a company fails to deposit additional securities when and as called for by the auditor, notify the

maker of every bond, note or mortgage on deposit with him, to pay no more interest to the company, but to pay the same to the auditor; this as a matter of precaution and as courtesy to the makers of the bonds and notes.

If it comes to your knowledge that any company illegally collects the amount of a note, mortgage or other security deposited with the auditor for the purpose of protecting the persons liable on such security from a fraud and double liability, I suggest that you notify the person liable on every security deposited by such company, in no case to pay any sum whatsoever to such company. It is a familiar principle of law, that the maker of a negotiable note or bond who pays the same to any person other than the actual holder thereof, does so at his peril. While I think the state could collect any security deposited with the auditor notwithstanding the payment to the insurance company which deposited with the auditor, yet as a matter of precaution and to protect such makers from being required to pay their obligation a second time, the notice above suggested might well be given, although not required by law. Courtesy to the makers of the bonds and notes, if not absolutely requiring it would justify it.

Let me say, generally, that every security required by law to be deposited with the auditor of state, either by a level premium insurance company organized under the laws of the state, or by any association, has attached to it some trust. The state is made the trustee for the fulfillment of the trust attaching to the securities deposited, and in no case is the auditor justified in surrendering the securities or permitting them to go out of his possession, except in the manner prescribed by law, or upon an order of the court, which executes in behalf of the state, the trust attaching to the securities deposited with the auditor.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

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CITY MILK DEALERS—WHO ARE SUCH—Wholesale dealers in milk and cream are included within the definition.

June 18, 1900.

*Hon. B. P. Norton, Dairy Commissioner, Des Moines Iowa:*

DEAR SIR—Yours at hand in which you desire my opinion upon the question:

“Whether the statute definition of a city milk dealer will apply to those persons who sell their milk at wholesale, and deliver the same by wagon to retailers of milk in Des Moines and the other cities of the state in which the inspection of milk is carried on by this office.”

The definition of city milk dealer in section 2525 of the code is as follows: “Any person or corporation who shall sell milk or cream from a wagon, depot or store, or sell or deliver milk or cream to a hotel or restaurant or boarding house, or any public place in any such city, shall be considered as city milk dealer.” The language is very general and comprehensive and seems to include all persons who use a wagon or have a store or depot, from or at which milk is sold. I see nothing in the language to justify the idea that it referred only to retailers of milk. A

wholesale dealer of milk who either keeps a store or depot or delivers the milk sold, from a wagon, is no less a dealer of milk than one who sells by retail alone. The milk of such a one is no less subject to inspection. The evil resulting from the sale of impure or unwholesome milk by a wholesale dealer is no less, but on the other hand, much greater than the sale of such milk by a retailer. I think without question, a wholesale dealer of milk or cream of the kind you name, in a city having 10,000 population or over, comes clearly within the definition of city milk dealer and should obtain a permit and pay the fee therefor, as in said section provided.

Yours respectfully,

MILTON REMLEY,  
*Attorney General.*

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### STATE BOARD OF HEALTH—Construction of section 2573.

June 14, 1900.

*Dr. J. F. Kennedy, Secretary State Board of Health, Des Moines, Iowa:*

DEAR SIR—Your favor at hand in which you enclose a letter from Mr. C. A. Meredith, county attorney of Cass county, and my opinion is asked as to the proper construction of section 2573.

In reply I will say, that in the first part of said section it is provided that certain acts and omissions or failures and neglect therein named, subjects the parties so offending to a civil action in the name of the clerk of the board, to a penalty of \$20.00 per day for each day he so offends. The last clause is in the following words: "And in addition thereto, anyone so offending or knowingly exposing another to infection from contagious disease, or knowingly subjecting another to the danger of contracting such disease from a child or other irresponsible person, shall be liable for all damages resulting therefrom, and be guilty of a misdemeanor." This last clause which I have quoted, gives an additional remedy for violations or neglects enumerated in the first part of the section. One knowingly exposing another to infection from a contagious disease, or knowingly subjecting another to the danger of contracting disease from a child or other irresponsible person, under this last clause is made liable for all damages occasioned thereby, and also is guilty of a misdemeanor. The penalty of \$20 00 per day does not apply to the two cases named in this last clause, but anyone guilty of any of the acts of commission or omission referred to in the first part of said section, is liable to three different actions. First, one in the name of the clerk of the board or the statutory penalty of \$20.00 per day; second, he is liable to any person who has been injured by his act of omission; third, he is guilty of a misdemeanor.

I do not think the language susceptible of any other meaning. The phrase, "and in addition thereto," refers to the penalty affixed in the part of the section before said phrase. The use of language will not permit one to say that in addition to the acts before enumerated, or any of them, one must knowingly expose another to infection from a contagious disease in order to be held guilty of a misdemeanor. Such a construction would lose sight of the phrase "anyone so offending." If we bring the subject and predicate of the clause which I have quoted above, close together, it would



read this way, "and in addition thereto (that is, the penalties above described) anyone so offending \* \* \* shall be liable for all damages resulting therefrom and be guilty of a misdemeanor." This makes the sense more perspicuous. Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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EXPRESS COMPANIES—ASSESSMENT OF—The rights of the state will not be prejudiced by the acceptance of taxes tendered by said companies under the law existing prior to the enactment of chapter 45 of the laws of the Twenty-eighth General Assembly.

DES MOINES, IOWA, June 14, 1900.

*Hon. Frank F. Merriam, Auditor of State:*

DEAR SIR—Yours of the 4th inst duly at hand, in which you say:

"Several express companies have tendered to this department their report as provided under the law in existence prior to the passage of the new law for the assessment of express companies by the Twenty eighth General Assembly, together with certified check for the amount of tax provided under the old law. This matter was brought to the attention of the executive council and they request an opinion from you as to whether it would be proper to accept the tax as tendered."

In regard to this I will say that from an examination of the prior law, it may fairly be considered that the tax thereby imposed was intended to be in the nature of a franchise tax. While the law of 1896 did not specify whether the first payment made under such law should be a tax for the year 1896, or the year 1897, the first payment was made under the law in May 1897, and was required to be so made. In view of the fact that the general policy of the law is to require the payment of the tax for a given year after the thirty first of December of such year, it may be fairly inferred that the first payment of the tax required by chapter 33 of the Twenty-sixth General Assembly was intended to be a tax for the year 1896. Likewise the payment of the tax made during the year 1898 would be considered the tax for the year 1897. Also the tax paid in the year 1899 would be for the year 1898, and the tax tendered to you at the present time may fairly be considered the tax for the year 1899.

Chapter 45 of the laws of the Twenty-eighth General Assembly provides another method of taxing the express companies, and clearly implies that the assessment made thereunder for the year 1900, and certified to the county auditors of the several counties of the state, shall be subject to taxation in the local taxing districts, and shall be in full of all taxes from such companies during the year 1900. In other words, said chapter 45 provides a method for assessing the express companies, and it shall be in force fully for the year 1900, and taxes thereunder will not be required to be paid until after the first of January next.

I see no injustice in accepting the tax tendered by the express companies, nor any harm that can result to any interests in putting the new law into operation.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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#### REPORT AND ACCOUNTING FOR FEES BY PUBLIC OFFICER

- 1.—The monthly report of the clerk of the supreme court to the treasurer of state should include an accurate and particular account of all fees received or collected by him during the preceding month.
- 2.—He is personally responsible for uncollected fees which the law makes it his duty to collect before docketing cases.
- 3.—If he makes default in payment at the proper time, or appropriates any fees to his own use, he will be liable for the interest thereon.
- 4.—If such clerk fails to make his report to the treasurer at the proper time, and fails to account for fees collected, it would be the duty of the treasurer to call the attention of the governor or the executive council to such delinquency.

DES MOINES, IOWA, June 28, 1900.

*Hon. John Herriott, Treasurer of State:*

DEAR SIR—Your favor of the 31st ult. duly at hand, in which you call my attention to certain provisions of law with reference to the report and the accounting for fees by the clerk of the supreme court to the treasurer of state, and say:

“In view of the fact that the clerk of the supreme court is by law required each month to account in detail to the treasurer of state for all fees that are due the state, and pay all fees collected into the state treasury, I respectfully request your opinion upon the following matters so that I may act as circumstances may make appropriate:

“1. As a salaried officer is the clerk of the supreme court permitted, under section 1289 of the code, to appropriate for his own use any fees or moneys received by him for performing any duties or rendering any of the services required of him by law, or should his monthly reports to the treasurer of state include “an accurate and particular account” of all such fees received as sections 191 and 205 direct, the same to be accompanied by payment into the treasury of the entire amount therein reported as collected?”

Section 205 of the code fixes the salary of the clerk of the supreme court. It provides: “The clerk shall collect the following fees and account for them as provided in section 191 of the code, and shall also keep an account of and report in like manner all uncollected fees.”



Section 191 provides with reference to the secretary of state and auditor that "they shall keep an accurate and particular account of all fees received by them which shall be verified by affidavit and rendered monthly to the treasurer of state, and they shall pay the amounts thus received to such treasurer at the end of each month.

Section 205 makes it the duty of the clerk to collect the fees therein specified upon the rendition of the services therein described.

Section 4638 of the code is as follows: "Every officer having the custody of a public record or writing shall furnish any person upon demand and payment of the legal fees therefor, a certified copy thereof."

It is a well established principle of law that a public officer, by accepting the office, agrees to accept the compensation, whether salary or fees, provided by law as full compensation for any service within the line of his official duty. It is stated in Throop on Public Officers, section 478, "that where a compensation is given by statute, whether by salary or by fees or by commissions or otherwise, it is in full of all his official services, and he is not entitled to demand or receive any additional compensation from the public, or from any individual for any service within the line of his official duty." There are hundreds of cases which sustain this doctrine.

Section 1289 is as follows: "The salaries of all officers authorized by this code shall be paid in equal monthly installments at the end of each month, and shall be in full compensation for all services except as otherwise expressly provided." The last clause is but a restatement of the law existing prior to the statute.

My conclusion is that the monthly report of the clerk to the treasurer of state should include an accurate and particular account of all fees received or collected by him during the month for any and all services rendered, for which the law requires a fee to be charged and collected, as well as an account of all uncollected fees, and that the money received for any service rendered for which the law authorizes a fee to be charged, should be paid into the treasury at the end of each month.

"2. In case the clerk has not charged and collected the full amount of fees for performing his duties or rendering services to private parties, for which he is directed to charge and collect certain specified fees, is there due from him to the state treasury the difference between what he actually collected and what the law directs that he shall collect?"

Certain fees which the clerk shall charge are a specified sum for a specified service, which must be paid in advance. For instance, under sections 205 and 4121, no case shall be docketed in the supreme court until a docket fee of three dollars has been paid. If the clerk docket a case without the payment of the fee in full, it must be considered that he personally extends a credit on his own account to the appellant or his attorney, and so far as the state is concerned, the fee should be considered as paid in full to the clerk, and it should be so reported and paid to the state treasurer at the end of the month during which the case was docketed. In this class of cases I think without question that the full amount of fees which the law directs him to collect is due the state treasury.

Certain other fees are definitely fixed by the statute, for a specified service, and are inelastic; that is, no computation is necessary to determine the amount, but the clerk has a discretion whether or not he will demand the payment thereof in advance. In regard to such fees a different rule would obtain. Not that the clerk is authorized to charge a cent less than the law directs,—he has no discretion in regard to that,—but where fees have not been paid in advance, cases may arise where collection cannot be enforced by execution, and the clerk might be justified in accepting a less sum in settlement of the costs than the law directs. In such cases, the clerk acting in good faith, I do not think the difference or the discount the clerk makes can be said to be due the state treasury; nor would he be liable therefor to the state in an action on his bond.

But if the clerk wilfully, or in bad faith, for personal gains, or for any other reason, does not charge the amount of fees which the law directs, or charges the legal fee and makes no effort to collect, a very different question is presented, and the law which is as stated below with reference to another class of fees, would, in such cases in my judgment, apply.

Another class of fees are those which the amount thereof is determined by ascertaining the quantity of work done and computing the fee therefrom at the rate fixed by statute,—such as copies of opinions of the court, transcripts of judgments or records, or papers on file in the clerk's office, for which he shall charge ten cents for every hundred words.

The words are never actually counted. They are generally estimated,—possibly an average page or two may be counted and the whole number of words approximated by multiplying the number of words found or estimated on one page by the number of pages. In case there be an error in computation, or in the estimate of the number of words, by reason of which the clerk charges and collects less than the lawful fee, I do not think the difference can be said to be due the state treasury. Nor would he, in the absence of *mala fides*, be liable therefore on his bond.

In case the clerk wilfully, or for considerations personal to himself, fails to charge and collect the fees required by law, but charges and receives a less amount, or having charged the correct amount, fails to collect the same when it is in his power to do so, whereby the state suffers loss, then he is unquestionably liable to the state for all loss sustained. He is doing the state's business, for which the state pays him a fixed salary. It is contemplated by law that litigants shall pay what is in effect a tax to help pay the expense of the court in which they have business. The clerk is made the agent of the state to collect this tax (fees). It authorizes him, except in a few instances—those named in section 1298, and possibly a few others—to collect the fee in advance. In some cases it is contemplated he shall collect the fee in advance of rendering the service. (Sections 4121, 1295, 4638.) He must faithfully discharge his duties fully in regard to collecting the full amount which the law directs. If he were negligent, or wilfully and wrongfully fails to discharge his duty in this respect, I think without question he would be liable to the state for the damages.

But unliquidated damages cannot be said to be due until they are liquidated, either by agreement of the parties, or by a proper tribunal. A person may be indebted to the state in an uncertain sum as damages, and yet

it cannot be predicated thereof that it is "due the state treasury" in the sense in which the terms are used in the inquiry.

The law requires the clerk to report the amount of fees he has collected. I think this should include the amounts which are to be conclusively presumed to have been collected, as above stated. He is required to pay to the treasurer at the end of the month the amounts collected. If he does not do so, the balance is properly due the state treasury. He is not required to report any unliquidated damages which the state may claim of him for a violation of his official duty. This must be determined in the proper tribunal.

"8. Is interest due the state on the amount of any fees improperly retained by the clerk for the time the treasury has been deprived of the money?"

Fees collected by the clerk are required, as stated above, to be paid at the end of each month. Section 8088 of the code says the rate of interest shall be six cents on the hundred by the year on money after the same becomes due.

Mechem on Public Officers, section 911, says: "A public officer who duly accounts for public funds at the proper time would not, unless by express statute or special agreement, be chargeable with interest thereon. But if he makes default in payment at the proper time, or omits to include a portion of his account, or appropriates it to his own use, or retains it for an unreasonable time, he will be liable for interest upon the amount retained from the time it should have been paid." This, I think, is a fair statement of the law.

"4. What is the duty of the treasurer of state with reference to the 'uncollected fees' reported by the clerk as due the state, now approximating the sum of \$10,000?"

The sections of the code above referred to make it the duty of the clerk "to keep an accurate and particular account of all fees received by him, and to make report thereof, verified by affidavit. Also, in like manner, to keep and report all uncollected fees."

The purpose of this requirement is that there shall be a check upon the accounts of the clerk. This provision is not altogether a formal one. Such reports would be of no service—altogether useless—if the treasurer of state should file the monthly reports away in a pigeonhole and they were never examined or inspected. The fact that reports are required to be made to the treasurer for the purpose of keeping a check upon those who receive public funds implies a corresponding duty on the part of the treasurer. It goes without saying that it is the duty of the treasurer to require the payment of all moneys collected by the clerk as shown by the report, and if such report shows, among the uncollected fees, items which, under the law, must have been paid in advance—for instance, the docket fees—it must be evident that the treasurer is authorized to demand the payment of the same by the clerk, and that his report be made so as to show the same were actually collected.

As stated above, as an agent of the state, it is the duty of the clerk to collect all fees required by statute to be collected. He must use all reasonable effort so to do. If, however, it appears that he abuses his discretion in not

demanding fees in advance when he is authorized so to do, and if he negligently fails or refuses to collect the uncollected fees when the same might be done with reasonable effort, then the treasurer of state would be authorized to call his attention to the matter, and if he persists in disregarding his official duty, whereby the state suffered loss, it would be the duty of the treasurer to call the attention of the governor or the executive council to such disregard of duty, to the end that action might be brought in behalf of the state upon the official bond of the clerk to recover damages sustained by the state. Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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**BUILDING AND LOAN AND SAVINGS AND LOAN ASSOCIATIONS**—Such associations under the laws of this state have no power whatsoever to incur an indebtedness by borrowing money for the purpose of making loans and pledge sufficient security of the association for such debt.

DES MOINES, IOWA, June 30, 1900.

*Hon. A. H. Davidson, Secretary Executive Council:*

DEAR SIR—Yours at hand, in which you say the executive council requests my opinion

“As to the legality of permitting building and loan and savings and loan associations, in the amended articles which they are presenting to the council for approval, to provide for an indebtedness other than the stock authorized by law to be issued. Many of the associations provide an article, as they claim, in compliance with the requirements of section 1611 of the code, limiting the indebtedness to a per cent of the assets. These limits range from ten to seventy-five per cent of the assets. Others have, among the powers enumerated, the power to borrow money for the purpose of making loans, with authority to pledge sufficient security of the association therefor.”

I will call your attention to an opinion published in the first report of the attorney-general, page 140, given August 7, 1896, to the Hon Wm. M. McFarland, secretary of state. I have no reason to change the views expressed on page 142 thereof.

I am aware that it is claimed by some writers on building and loan that there is an implied authority to borrow money in a limited amount to be used in the legitimate purposes of the corporation. This is adduced from decisions of courts relating to corporations generally, and not to building and loan associations, or in cases in which the rules with reference to estoppel and innocent purchasers seem to be the controlling principle which influenced the decisions. I am firmly convinced that the object and purpose of building and loan associations, from the first organization of such associations to the present time, is opposed to any such theory. Some cases that I have examined where it is claimed that the power to borrow

money or give a note exists, base the right so to do upon the fact that such associations were organized under the general incorporation laws of the state, and nothing in such law prohibited such associations from exercising all the powers given to corporations organized for commercial or manufacturing purposes.

The powers possessed by corporations of a particular kind must be largely—not wholly—determined from the statutes of the state under the laws of which they are incorporated. If a statute gives powers to a building and loan association by that name, it will be presumed that the legislature had a knowledge of the general plan and purposes of such association, and such plans and purposes, and the usual method of doing business of such association will be deemed to be engrafted, to some extent at least, by the use of the name which represents a given idea, into the statute itself.

Where the statute, however, specifically states the plan and purposes, and enumerates the powers which can be exercised by an incorporation of a particular kind, I take it to be universally accepted as true that such statute is a limitation upon the power of such corporation. The act of 1896, now codified as chapter 13, title IX of the code, deals with the entire subject of building and loan associations. Section 1891 provides that "any number of persons not less than five residents of the state of Iowa, may become incorporated as a building and loan association under the general incorporation laws of the state, except as otherwise herein provided, upon complying with the provisions of this chapter."

The phrase, "under the general incorporation laws of the state," relates to the manner of incorporation,—the formality attached to the execution of the articles of incorporation, recording, etc.,—but cannot be construed as giving to building and loan associations any powers at variance with the specific enactments made in said chapter with reference to building and loan associations.

It appears from sections 1611, 1612 and 1613 that certain things must be stated in the articles of incorporation of those corporations organized under chapter 1. Section 1898 relates to building and loan associations; specifies what must be contained in the articles of incorporation of the building and loan associations. It will not be contended for one moment that section 1893 of the code was intended to supplement the provisions of sections 1611 to section 1613, inclusive.

On the other hand, with reference to building and loan associations, section 1893 becomes, and must be considered, the only law with reference to the matter treated of in said section. The enumeration of powers given to such associations in section 1898 and the sections following must be considered as excluding other powers not enumerated therein; *i. e.*, so far as the nature of the business to be transacted is concerned. Chapter 13, and the laws amendatory thereto, are to be considered a limitation upon the power of building and loan associations, although in a certain sense they are said to be organized under the general incorporation laws of the state.

To illustrate this point: Authority is given to make loans to members on such terms and conditions and securities as the articles of incorporation and by-laws may provide. I do not think any one would contend for a moment that a building and loan association, in view of this provision,

would have authority to loan to one who was not a member. Yet a corporation with all the powers given in chapter 1, title LX of the code would be permitted to do so, and the provision above quoted does not, in express terms, prohibit loans to other than members.

Again, in section 1892, we find the following: "The capital stock named in the articles of incorporation shall be taken to mean the authorized stock, and the association may commence business when one hundred shares thereof have been subscribed." etc. The authorized stock is generally placed at millions of dollars. Under the law, stockholders may withdraw their stock from building and loan associations at any time, and have the right to withdraw it in accordance with the articles of incorporation. The stock, then, is a variable quantity from time to time. If it be said that such associations have the right, under section 1611, to become indebted to two-thirds of the amount of their capital stock, would it be said that the indebtedness may be two-thirds of the stock authorized, or the stock actually subscribed, although not paid, nor any part; or shall the limit of the indebtedness fluctuate from day to day, just as stock may be subscribed or withdrawn? The absurdity of the proposition appears to me so plain, in view of the fact that fixing the limit of indebtedness is for the purpose of the protection of creditors, and shows very plainly, to my mind at least, that the legislature never intended that a building and loan association should have power to borrow money, or become indebted in any sum whatsoever.

I do not mean by this that such associations may not purchase supplies or make contracts from which liability arises for the payment of salaries to their secretaries or officers. Such expenses are met by the current revenues, and are in no sense indebtedness, such as is contemplated in section 1611 of the code. The right to order supplies, or contract for the services of a secretary or employes, is one of the incidental powers, and is not dependent upon the power to incur indebtedness. It was never contemplated that building and loan associations, which were intended to provide a means of profitably investing monthly savings of home builders in the erection of homes for their members, should jeopardize the rights of the members by becoming indebted to creditors, who may sweep out of existence in times of panic or stringency of the money market, the savings of all its members.

In my judgment, building and loan associations, under the laws of this state, have no power whatsoever to incur an indebtedness as above explained, and no articles should be approved by the council which provide for an indebtedness.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

## IOWA COLLEGE OF AGRICULTURE AND MECHANIC ARTS—

A certain contract relative to the purchase of land construed.

DES MOINES, IOWA, July 12, 1900.

*E. W. Stanton, Esq., Secretary Board of Trustees, Iowa College of Agriculture and Mechanic Arts:*

DEAR SIR—Yours of the 11th inst. at hand, in which you enclose a blank form of a contract executed for the leasing of the southeast quarter of sec-



tion 4, township 98, range 27, and say that the lessee now furnishes a certified copy of a survey, made by the county surveyor, showing the tract contains only 152 acres instead of 160 acres, and upon this fact bases a claim for a refund of the rental paid upon the shortage of eight acres, and asks that a patent be issued upon the payment of the original appraisement per acre of the 152 acres. You ask my opinion as to the legal obligation of the board in the matter.

It appears that the description of the land in the lease was as above stated, and after such description is the following clause: "being a part of the Agricultural college land grant and containing 160 acres." It appears also from the lease that the lessee agreed to pay a gross sum for the land as rental, but in case he exercises an option to purchase, he should have the right to purchase such land at the said sum of ..... dollars and ..... cents per acre.

Upon this state of facts, my opinion is that the description of the land by government subdivision as aforesaid is not limited or changed by reason of the clause, "containing 160 acres." The description refers to a specific tract of land surveyed and marked by the government surveyors, known as the southeast quarter of section 4, township 98, range 27. The statement of the quantity of land therefore, under the ruling in *Ufford v Wilkins*, 38 Iowa, 110, must yield to the description. The rent agreed to be paid is a gross sum. A statement of the manner of arriving at the amount of rent to be paid does not change the fact that the payment is for a gross sum. We have, then, this proposition: A party rents a quarter section of land and agrees to pay a sum of money named in the contract therefor as rental. Does the fact that it has fallen short a few acres from what the parties thought was in the tract rented entitle the lessee to a reduction of the rent? I think not. If the quarter section had overrun eight acres, as is sometimes the case, would the lessee have been liable for the rent thereof? Evidently not, for the land which he rented was all within the description, or what is said to be "within the call of the lease." The same rule which he would apply to the college in case the land had overrun will apply equally to him if it had fallen short.

If there had been false representations, which the lessor knew to be false, a different rule might apply. (*Hallam v. Todhunter*, 24 Iowa, 166.) There is no warranty in the contract that the land contains 160 acres. There is no breach of the contract on the part of the college. There is no agreement in the contract to return a part of the rental paid in case the land, upon being surveyed, does not contain 160 acres. I do not think, under the facts stated, that the lessee is entitled to any repayment of the rent.

I do not wish to be understood, however, as saying that where there is a mutual mistake which is material to the agreement, that the contract may not be reformed in equity, or that either party might not treat it as a nullity because there was no agreement of mind; but so far as the facts appear in this case, as I gather them from the letter and the contract, the rules governing a mutual mistake, or the right to rescind a contract because of a mutual mistake, would hardly apply.

In case the lessee exercises the option to purchase, no gross sum as the purchase price for the quarter section being named, but a price per acre being named, a different question is presented. There is not the same

reason for holding that he should pay for a number of acres not actually contained in the contract. The language of the contract seems to justify the conclusion that whatever land is embraced within the description shall be paid for at a fixed price per acre, and if the tract contained more than 160 acres, the lessee would be required, upon purchasing, to pay for the number of acres actually contained in the tract, and I see no reason why the same rule should not be applied if it actually contains less than 160 acres.

In view of the different rules adopted by different county surveyors in ascertaining the amount of land in a given government tract, and the repeated conflicts between the surveys of different surveyors, I suggest to the board that they satisfy themselves as to whether there is a shortage in this particular tract before they consent to accept less than the price of 160 acres.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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**GAME LAW**—Lakes owned by private parties are private waters and the fish thereon belong to the owner of the lake. He may seine therein without violating the law.

DES MOINES, IOWA, August 8, 1900.

*Hon. Geo. E. Delevan, Estherville, Iowa:*

DEAR SIR—Yours of the 80th ult. at hand, asking my opinion upon the following question:

“Has the fish and game warden authority to grant permission to any person to seine a lake or bayou for the purpose of taking out certain kinds of fish and returning them to a river? Representative Letts, of Wapello, has a lake on his farm that he desires to take the buffalo and carp out of and promises to put them in the Iowa river. He desires to have nothing but game fish in the lake.”

In regard thereto I will say that the statement that Representative Letts has a lake on his farm implies that he is the owner of the lake or bayou. Desiring to take the buffalo and carp out, leaving nothing but game fish in the lake, implies that there is no outlet or inlet through which such lake may become stocked or replenished with fish. Upon these facts, under section 2545, Mr. Letts is the owner of the fish in the lake, and may take them as he sees fit, or permit the same to be done. He needs no authority or permission from any person whomsoever.

In regard to the lakes owned by private parties, no authority is needed from the fish and game warden to seine, as the owner of the fish has absolute control thereof. In regard to public waters, or waters connected with the public, the law does not contemplate that the fish and game warden should give any permission to any person whomsoever to take fish by seining. Section 2546 authorizes the warden to take from the public waters of the state any fish for the purpose of propagating or restocking other waters, etc. He may do this by means of his employes or agents, but has no



authority under the law to give special privileges to any person which are not freely granted by law to others. Yours truly,

MILTON REMLEY.

*Attorney-General.*

AGRICULTURAL DEPARTMENT—1.—It is entitled to everything in the nature of printing, supplies, stationery and postage which it requires for the public, as distinguished from the expenses of the State fair.

2.—The act of the legislature creating this department is constitutional.

3.—It is entitled to the printing and all supplies necessary for use in the department in performing its public duties, the same as other state officers.

4.—EXECUTIVE COUNCIL—It is not authorized to purchase on competitive bids any printed matter, the printing of which the law contemplates shall be done by the state printer. The state printer is entitled to do the printing, which embraces the laws, journals and reports.

DES MOINES, IOWA, August 4, 1900.

*Hon. A. H. Davison, Secretary Executive Council:*

DEAR SIR—Yours of the 30th ult. duly at hand, in which you say the executive council desires my opinion,

*First.*—"As to what, if any, printing, supplies, stationery and postage should be furnished the agricultural department by the executive council under the provisions of chapter 58, acts of the Twenty-eighth General Assembly."

Section 18 of said chapter, among other things, provides: "The said office shall be entitled to such supplies, stationery, postage and express as may be required, which shall be furnished by the executive council in the same manner as other officers are supplied"

This places the office of the department of agriculture upon exactly the same footing as other departments of state. Section 168 provides: "The executive council shall supply the governor \* \* \* with all such articles required for the public use and necessary to enable them to perform the duties imposed upon them by law. \* \* \* It shall also furnish the public printer with all paper required for the various kinds of public printing in such quantities as may be needed for the prompt discharge of his duties."

The suggestion that the executive council does not furnish printing is, in my judgment, without force. The paper upon which printing is done is furnished by the executive council, and the language of section 18 above quoted, fairly interpreted, places the department of agriculture upon the same plane exactly as other officers of the state.

Everything, then, which the office of the department of agriculture, as distinguished from the expenses of the State fair, requires for the public use, and is necessary, should be furnished the department of agriculture.

*Second.*—You ask: “Is this department, organized under the provisions of said act, entitled to supplies purchased with state funds under the constitution?”

This inquiry is into the constitutionality of the act itself. When the act was under the consideration of the general assembly, Senator W. F. Harri-man requested my opinion as to its constitutionality with reference to the two objections which had been urged against it, and after a careful examination of the matter, in an opinion given him March 14th, last, I expressed the view that the act was not obnoxious to the constitutional provisions referred to. I have no reason to change the views therein expressed.

*Third* —“Is this department entitled to printing as are state officers under the provisions of sections 117 to 120 of the code?”

Under section 18, chapter 58, acts of the Twenty-eighth General Assembly, the conclusion is irresistible that the department as such, and in all matters relating to the work of the department, except in regard to conducting the State fair, is entitled to the printing and all supplies necessary for use in the department in performing its public duties, the same as are other state officers.

*Fourth.*—“Is the council authorized to purchase on competitive bids printing for said department under the provisions of sections 165 to 168 inclusive of the code?”

What the council may or may not purchase on competitive bids involves the consideration of a number of different sections. First, let me state that there is no express provision requiring matter to be furnished to the state printer for printing. The duty to do so arises wholly from implication.

Section 117 of the code, concerning the election and duties of the state printer and binder, says: “They shall keep their respective offices at the seat of government and sufficiently equipped to enable them to promptly print and bind all laws, journals and reports, and do all other printing and binding required for state officers, boards or commissioners having their offices in the capitol, or by or for the general assembly.” The clause, “and do all other printing and binding required for state officers,” etc., is a general term following the specific terms, “laws, journals and reports,” and under the familiar rule of construction, must be considered as referring to the printing of the class described in the specific terms. The duty of having an office sufficiently equipped to do printing for the state of the class which is defined by “laws, journals and reports,” imposes an obligation by implication upon the officers of state to furnish all the printing for state officers of that class to the state printer. Section 2 of chapter 82, acts of the Twenty-second General Assembly, was in substantially the same language as section 117, but contained the proviso: “Nothing in this section shall be construed as including letter heads, envelopes or postal cards,” which is omitted from the code. But the omission of such proviso is not significant, in view of the well established rule for interpreting statutes above referred to.

But section 138 contains the following provision: "The state printer shall be paid the following prices for all work done for the state in an acceptable manner: \* \* \* for letter heads, envelopes, labels and postal cards, including composition and press work, \$1.50 for each 1,000 impressions or less, and \$1.25 for each additional thousand."

The executive council is not authorized to purchase on competitive bids any printed matter the printing of which the law contemplates shall be done by the state printer. All other supplies of this nature not furnished by the state printer must be purchased on competitive bids. If the legislature had intended that letter heads, envelopes, labels and postal cards should be included in the supplies which shall be purchased by the council on competitive bids, then there would be no authority for procuring the printing of such supplies by the state printer. Hence, the provision for the pay of the state printer with reference to such articles would be entirely nugatory.

It is my opinion that the state printer is entitled to do the printing of that class of work which embraces the laws, journals and reports, and none other except such items as are specifically named in paragraph 4 of section 138.

As further illustrating the correctness of this conclusion, the state printer can well say that the law requires him to keep an office sufficiently equipped to enable him to do no other kinds of work than the printing of the laws, journals and reports, and work of that class, and the printing referred to in paragraph 4. He could not be required to equip his office to do lithographic printing, or any other kind than contemplated in section 117.

It will not do to say that everything which contains printed matter must be printed by the state printer. Such an idea, carried to its extreme, would require all law books, for instance, used in this office, to be printed by the state printer, or any other books which must be bought upon the market. Blank books, whether they contain partly printed pages or not, properly come under the head of supplies, and may be furnished by blank book manufacturers. Many blanks used in the different offices, as well as the department of agriculture, do not come within the definition of stationery; nor do they come within the term of "printing", although such blanks may be printed; nor is the printing thereon of the class required to be given to the state printer. They may be classified under the general head of supplies, and in my judgment, all such blanks and record books may and should be procured by the executive council under the provisions of section 167 of the code on competitive bids.

To state the proposition generally, and without endeavoring to name the different kinds of blanks or office supplies which must be printed by the state printer, it may be said the state printer is entitled to do that class of printing which is illustrated or defined by the terms, "laws, journals and reports." He is also entitled to print the work described in subdivision 4 of section 138, and the ordinary circular letters which do not come within the general term of office supplies. But all other supplies, such as record books, blanks which are in constant use from year to year in an office not being of the general class referred to, may and should be purchased by the executive council by competitive bids.

*Fifth.*—"If said department is entitled to printing, must it include only such necessary stationery as is required for said department as a state office, or should it also include such printing as is required for the State fair, such as tickets, tags for exhibits, forms for application for entry of exhibits, statements of account with exhibitors, records of exhibits and of the fair, account records and all other similar State fair printing?"

The next inquiry is in regard to the same matter, only in a different form.

The last sentence of section 8 of said chapter 58 is in the following words: "All expenditures connected with the fair, including the per diem and expenses of the managers thereof, shall be recorded separately and shall be paid from the State fair receipts."

This divorces entirely all expenses of all kinds connected with the fair from the office expenses of the department of agriculture. The printing of posters, advertisements, bills, and all printed matter connected with the fair, all postage in correspondence with reference to the fair all expressage on advertisements or other matters connected with the fair and, in fact, all expenses of all natures and kinds which have to do with the annual fairs cannot, under this provision, be paid for as a part of the office expenses of the department of agriculture.

It may be a little inconvenient to observe the provision above quoted, but the language seems plain, and even the stationery and postage which are procured from the supply department or furnished by the executive council, shall not be used in connection with the business of making the annual exhibits at the State fair. But when accustomed to it, there can be no serious difficulty in observing the requirements above quoted.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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EXECUTIVE COUNCIL—Resolution passed ordering attorney-general to bring suit on bond of clerk of supreme court.—This is a reply to said resolution expressing the views of the attorney-general as to the duties devolving upon him as such officer.

DES MOINES, IOWA, August 8, 1900.

*To the Executive Council, Des Moines, Iowa:*

GENTLEMEN—I have the honor to acknowledge the receipt of a copy of your resolution in which certain conclusions of fact are stated by you, and the attorney-general is ordered not only to bring suit upon the bond of the clerk of the supreme court, but is distinctly *ordered* "to include in the suit" certain claims stated in the resolution.

I am persuaded that the resolution was adopted by your honorable body without due consideration, else its form and substance would have been entirely different. I regret that the resolution was given to the public press some days before any attempt was made to communicate it to me for whom it is to be presumed it was intended. Had a different course been adopted, a few suggestions might have averted my present embarrassment.

Permit me to recall your resolution by quoting so much thereof as may be pertinent. It is stated: "The executive council have reached this conclusion: \* \* \* That for more than twenty years it has been customary for the clerk of the supreme court to furnish West Publishing company with certified copies of opinions of the supreme court at rates far below the statutory fees for certified copies; that the clerk has employed others to make these copies and paid therefor personally. That had the clerk charged for such uncertified copies ten cents per hundred words as the statute expressly provides he shall charge for certified copies, West Publishing company would have hired others to make and prepare the same, so that in no event would the state have derived any revenue therefrom, and it therefore appears that the state of Iowa has not suffered any financial loss because of this procedure. \* \* \* It also appears \* \* \* that for several years it has been the custom to furnish carbon copies of opinions to attorneys at nominal expense; that these copies are prepared without expense to the state, and the clerk has claimed title to the price at which they have been furnished. \* \* \* It is therefore ordered that the attorney-general bring suit on the bond of Chris T. Jones for the statutory fee of ten cents per hundred words for all copies of opinions furnished any person by the clerk of the supreme court during his term of office, with six per cent interest from the date such copies were furnished.

"It further appears that the clerk has caused lithograph certificates of admission to the bar to be prepared at his own expense, and has charged therefor an amount in excess of the statutory fee and accounted to the state for only the amount contemplated by statute, retaining the excess to reimburse himself. \* \* \* It is therefore ordered that the attorney-general in his suit include a claim for these certificates."

The order made that the attorney-general bring suit upon the matters stated in said resolution seems to be imperative and intended to leave him no discretion in regard to the matter. I beg to remind you that section 208 gives to the executive council the right to request the attorney-general to prosecute or defend an action, but nowhere in the statute is the council authorized to order the attorney-general to bring a suit, or to base an action upon specific claims which are pointed out to him by the executive council.

After a request is made by the executive council upon the attorney-general, the duty and responsibility of determining whether an action can be maintained, and the manner of prosecuting or defending the interests of the state, rest wholly upon him. If, in his judgment, no action can be maintained, he would not be justified in involving the state in useless and fruitless litigation because of any order or directions made by your honorable body. The law imposes certain responsibilities upon the attorney-general which he cannot escape. He cannot divide that responsibility with another, or permit another to usurp it. If he brings an action for the state, he is justly held responsible for that action, notwithstanding the fact that an unauthorized order may be made by the executive council for him to bring the action.

I am pleased, however, to receive your order as a request. I only call attention thereto for the purpose of emphasizing the fact that under the law the responsibility of determining whether an action can be maintained, and what shall be set forth as the basis of the action, devolves upon me alone.

If the council thinks an action should be brought, it can properly submit the matter to the attorney-general and request him to bring a suit, and there its responsibility with the matter ends. In case useless and expensive litigation be undertaken, after the state is defeated in the courts, the order of the council gives me no excuse for commencing it.

The conclusions which the executive council have come to, as stated in the resolution, have the effect of findings of fact. Under section 161 of the code, the executive council is authorized and empowered to settle with Mr. Jones. The executive council must keep a record of its proceedings. That record is a public record. The body, then, which is authorized by law to settle with Mr. Jones in effect finds that there have been violations of law. It finds, further, as an ultimate conclusion, that the state of Iowa "has not suffered any financial loss because of this procedure." The fees for furnishing copies to attorneys are substantially in the same category, as West Co's. fees.

In order for the state to recover on an official bond, the state must prove, first, that the officer has been guilty of some breach of official duty; second, that the state has suffered financial loss because thereof. No recovery can be had without proving both of these points.

I suppose you have examined the evidence carefully and reached that conclusion deliberately. I am not prepared to say that the finding of fact which you have made and entered upon your records, you being authorized to settle with Mr. Jones, may not be binding upon the state in case action were brought; but whether that be true or not, if, after your investigation, you believe that the state has not suffered any financial loss, no suit whatever should be brought against Mr. Jones. If the evidence before you justified the conclusion which you reached, then the state would surely lose any suit which may be brought, and ought to.

If, however, the law and the evidence do not justify the conclusion which you entered upon your record, then it is certainly impolitic and unwise to handicap the attorney-general and probably defeat the action which you have ordered him to bring. I certainly cannot be expected to try to maintain a suit for the state which the executive council has, by its finding of facts, probably defeated in advance, and I must decline to appear to play at cross purposes with the executive council. If you really wish a suit to be brought for the state, there is no good reason apparent for holding me down with a finding of facts which, for all practical purposes, insures the loss of the action before it is brought.

I do not wish to be understood as endorsing the conclusions of fact or of law stated in your resolution. You appear to make a distinction between fees for "certified copies" and "uncertified copies," whereas the law does not, but requires a fee of ten cents a hundred words to be collected by the clerk for both certified and uncertified copies. (Code, Sec. 205.)

The resolution, too, assumes that private parties would have the right to enter into competition with the custodian of a public record in furnishing copies for private use, when the law requires the custodian to furnish such copies and charge therefor for the benefit of the state. I am unwilling, without further examination, to assent to such an assumption.

I have no means of knowing the West Publishing company would have hired others to make and prepare copies of the opinions of the supreme court;



nor is it apparent to me how the executive council arrived at the conclusion that the state of Iowa has not suffered any financial loss because of this procedure. I am only dealing with the facts as stated in the resolution. If your conclusion is correct, then no suit ought to be brought; and if brought, would surely be defeated.

The same may be said with reference to the last claim you instruct me to include in the suit. If Mr. Jones has paid to the state all that the state, under the law, is entitled to, then the state has suffered no loss. If he has charged those admitted to the bar more than he was legally entitled to do, then every person overcharged has a cause of action against him. If he has extorted money from certain citizens, the state has no moral or legal right to any part of the money thus illegally extorted.

A part of the obligation of the oath of office of an attorney and counselor of law is "to counsel or maintain no other action, proceeding or defense than those which appear to him to be legal and just, except the defense of a person charged with a public offense." I have endeavored to observe this obligation in the past. I know the people of Iowa, whose servants we are, do not wish me to violate it now in trying to maintain an illegal and unjust claim against Mr. Jones. If Mr. Jones is liable to those whom he has overcharged, how can the state justly claim the overcharge of him, or why should the state sue on an illegal and unjust claim? If the object which the council had in mind is to punish Mr. Jones for extortion, if you think he is guilty, it is in the power of the governor to suspend him from office and the criminal courts are open for his punishment, but it is unreasonable to ask me to bring a civil suit on his bond for claims which are neither legal nor just, and I must respectfully decline, under the circumstances, to comply with your orders, which I am pleased to consider a request.

Do not infer that I am unwilling to bring a suit against Mr. Jones on his bond if a cause of action exists. If your ill-advised resolution be reconsidered, and the matter be submitted to me free from the embarrassment of your resolution, I will investigate the facts fully, and if the facts warrant me in bringing a suit, it will be brought and be prosecuted to a finish. The responsibility of maintaining the action devolving by law upon me, I must, of course, determine for myself what shall be included in the action. I have reason to believe that there is something due from Mr. Jones to the state. I do not understand that he wishes to avoid the payment of anything which is legally and justly due from him, but I cannot convince myself that it is right to bring an action against him if the conclusions stated in your resolution are correct. Nor do I think that I should go into court and attempt to disprove the truth of findings made by the only officers of the state who are empowered to settle with Mr. Jones. I cannot think that the council requesting me to bring a suit, at the same time intentionally adopted a resolution, the effect of which is to make success difficult if not utterly impossible.

Therefore, I respectfully request that you will reconsider the matter. If, upon reconsideration, you are satisfied that you have all the evidence before you, and that the state has not suffered any loss because of Mr. Jones' actions, then the controversy should end there, once and for all. But if you still think an action should be brought on his bond, let the matter be sub-



mitted to this office unhampered by your resolution, which practically insures defeat. If so submitted to me, it will receive prompt attention.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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PRISONERS IN PENITENTIARY—It is not necessary for a prisoner to be confined in solitary punishment before good time can be deducted.

DES MOINES, IOWA, August 9, 1900.

*Hon. W. A. Hunter, Warden Penitentiary, Anamosa, Iowa:*

DEAR SIR—Yours of the 8th inst. at hand, in which you call my attention to sections 5682 and 5704 of the code, and ask:

“Is it necessary for a prisoner to be confined in solitary punishment before good time can be deducted?”

Section 5682 does not refer to the forfeiture of good time in any respect whatsoever. It provides that the number of days which the prisoner spends in solitary confinement for any violation of the rules and regulations of the prison shall be excluded from the term of his imprisonment as fixed by the court by which he was sentenced.

To illustrate: If a person were sentenced to the penitentiary for one year and should, by reason of the violation of the rules of the prison, spend ten days in solitary confinement, he could not claim his discharge from the penitentiary until a year and ten days had elapsed.

Section 5704 however, provides: “Any convict who shall violate any of the regulations and laws for the government of the penitentiary shall forfeit good time earned for the different offenses as therein stated.” There is no intimation that the punishment of solitary confinement must be imposed in order to work a forfeiture of good time, but any violation which justifies a punishment of any kind, whether by solitary confinement or other kinds of punishment, works a forfeiture according to the schedule of forfeiture stated in said section. Hence, I think your inquiry must be answered in the negative.

I do not wish to be understood as saying that every infraction of the rules and regulations of the prison inadvertently or thoughtlessly made *ipso facto* works a forfeiture of good time earned, but only that every violation of the rules which demands punishment, whether that punishment be by solitary confinement or otherwise, under said section 5704, works a forfeiture:

Yours truly,

MILTON REMLEY,  
*Attorney-General*

INDEXING OF THE JOURNALS OF THE SENATE AND HOUSE—  
Expense therefor.

DES MOINES, IOWA, August 21, 1900.

*Hon. G. L. Dobson, Secretary of State:*

DEAR SIR—Yours of today at hand, asking my opinion as to whether the indexing of the journals of the Senate and the House of Representatives of the Twenty-eighth General Assembly should be paid for under the provisions of section 14, chapter 149 of the laws of the Twenty-eighth General Assembly, or whether the payment would be controlled by section 140 of the code.

Section 140 of the code is as follows: "The secretary of state shall cause indexes of the journals of the senate and house of representatives to be made, the cost thereof not to exceed the sum of \$50."

Said section 14 of chapter 149, appropriates to the secretary of state "the sum of one hundred and twenty-five dollars as compensation for indexing the journals of the Senate and House of Representatives of the Twenty-eighth General Assembly."

There is no repeal of section 140. I do not think section 140 is repealed by said section 14 of said chapter 149, in the broad sense of the term. Said section 14 is a special act applying to the indexing of the journals of the Senate and House of Representatives of the Twenty-eighth General Assembly, whereas section 140 relates to the journals of the senate and house of all general assemblies which are not otherwise provided for. Said section 14, so far as providing compensation is concerned, takes the indexing of the journals of the Senate and House of the Twenty-eighth General Assembly out of the operation of the general law as expressed in section 140. It is a specific appropriation of \$125 for the work therein contemplated. It appropriates \$125 "as compensation." That means full compensation for the indexing. It is not amendatory to said section 140, and the secretary would not be authorized to expend the sum of \$50, and also \$125 appropriated by said section 14.

I think it was clearly the intent of the legislature, in making said appropriation, that for indexing the journals of the Senate and the House of the Twenty-eighth General Assembly, the secretary was authorized to expend the \$125 appropriated thereby. The modification thus made in said section 140 relates alone to the journals of the Senate and House of the Twenty-eighth General Assembly, and said section 140 remains unaffected except with reference to the Twenty-eighth General Assembly.

I have no doubt that you are authorized to draw from the state treasury the sum of \$125 for indexing the journals of the last general assembly.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

**BALLOT BOXES.**—No separate ballot box is required for the deposit of ballots at an election where a proposed amendment to the constitution is to be voted for by the people.

DES MOINES, IOWA, August 21, 1900.

*Hon. Frank F. Merriam, Auditor of State:*

DEAR SIR—Yours of the 21st inst. at hand, in which you ask whether, when the proposed amendments to the constitution are submitted to a vote of the people, it is necessary to use separate ballot boxes for the deposit of the ballots relating to that question.

In reply thereto I will say that chapter 35 of the acts of the Twenty-eighth General Assembly requires a separate ballot for voting upon the adoption of a constitutional amendment, or any other measure upon which the people are authorized to vote.

The statute does not prescribe that a separate ballot box shall be provided. Section 1130 of the code provides that the board of supervisors shall provide for each precinct in the county for the purpose of election, one ballot box with lock and key. Township trustees provide a separate ballot box to receive the votes for supervisors of roads, with as many different compartments as there are road districts in the township.

Section 1106 of the code, as amended by said chapter 35 of the acts of the Twenty-eighth General Assembly provides that ballots for constitutional amendments shall be printed upon yellow paper, but there is no provision of law requiring a separate ballot box for the reception of the ballots containing the vote on a constitutional amendment or other public question. Section 1130, to which I have referred, negatives the idea that more than one ballot box is needed. There is no reason why the ballot containing the regular ticket and the ballot used for voting upon the constitutional amendment or other public measure, cannot be placed in the same box. Each ballot, when the vote is canvassed, must be handled separately, and there will be no difficulty in readily distinguishing between the ballots. The difference in size and color will make them easily distinguishable, and no good reason suggests itself to me why separate ballot boxes should be used. The ballots will be sent out in the same envelope to the judges of the election, the returns will be made in the same envelope, both ballots have to be counted by the same judges of the election, and the results recorded in the same poll books. To require separate ballot boxes would make a useless expense.

But it is sufficient to say that the law requires but one ballot box to be used.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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**FISH LAW.**—No person can use more than two lines with one hook attached, regardless of whether said lines be attached to a pole held in the hand or attached to a floating buoy or jug.

DES MOINES, IOWA, August 22, 1900.

*Geo. J. Stillwell, Esq., Farmington, Iowa:*

DEAR SIR—Your favor of the 16th inst. at hand, in which you ask my opinion as to whether what you call jugging for fish is lawful in this state.

You state that lines with baited hooks attached are fastened to jugs and a number placed in the river and carried down stream with the current, and that many fish are caught in this manner.

Section 2542 of the code prohibits any person from using "more than two lines with one hook on each line in still fishing or otherwise." If any person use more than two lines with one hook attached, whether the lines are fastened to a pole, held in the hand, or whether they are fastened to a buoy as jug, floating down the stream, he is unquestionably violating said section.

At the proper season of the year a person is authorized to fish with two lines with one hook upon each line, but to use more than two lines in any manner whatsoever is a violation of said section. It matters not to what the line may be fastened, whether a stationery object along the bank, or whether to a floating bouy as a jug; the lines are used in fishing in violation of law.

Very respectfully,

MILTON REMLEY,  
*Attorney-General.*

**PENITENTIARY—General support fund of—**Such fund cannot be diverted from or used for other purposes than furnishing food, clothing, guards, medicines, and such other things as may be necessary and proper for the sustenance and safe keeping of the convicts.

DES MOINES, IOWA, August 24, 1900.

*Board of Control of State Institutions:*

**GENTLEMEN—**Yours of the 23rd inst. at hand, in which you ask for my opinion as to whether a surplus of the general support fund of the penitentiary at Ft. Madison may legally be used, or sufficient thereof for the purchase of a boiler, and of the necessary pipes and connections and radiators for heating a new shop building at said penitentiary, and also for putting a suitable building or protection over said boiler; or in other words, whether the accumulations of the support fund now on hand may be used for putting up a heating plant, including a building for the boiler, the purchase of a boiler, and all material and labor necessary to make a heating plant for the new shop building.

Section 5718 provides: "For the general support of the convicts confined in the penitentiary there shall be paid out of the state treasury the sum of nine dollars monthly for each convict at Ft. Madison, or so much thereof as may be necessary."

I know of no statute which authorizes the diversion of the support fund to such purpose. I can think of no theory or principle which would justify such diversion. The building of a work shop, or the furnishing of the same, or the putting in of a heating plant for such work shop, is very far removed, in my judgment, from the general support of the convicts. The legislature usually makes special appropriations for such purposes. I do not think it was ever contemplated by the legislature that the support fund should be used for purposes disconnected with furnishing food, clothing, guards, medicines, and such things as may be necessary and proper for the sustenance and safe keeping of the convicts. If the support fund could be

used for the purpose indicated in your inquiry, there would be no limit to the objects and purposes for which it might be applied.

Yours very truly,

MILTON REMLEY,  
*Attorney-General.*

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**GAME LAWS—Section 2552 thereof construed.**

DES MOINES, IOWA, August 27, 1900.

*Hon. George E. Delavan, Fish and Game Warden, Estherville, Iowa:*

DEAR SIR—Yours of the 24th inst. at hand, if your deputy will examine section 2552 carefully, he will see that it is made unlawful to kill in any one day in the open period more than twenty-five birds of either kind named in said section.

This section does not restrain a person from killing more than twenty-five ducks during the open period because such ducks are not named in said section. Section 2554 prohibits the buying or selling or having in possession any of the birds or animals named in this chapter during the period when the killing of such birds is prohibited. This by no means is a contradiction of section 2552. The purpose of the two sections is altogether different. Section 2552 is to afford a certain means of protection to the birds named therein during the open period. Section 2554 is to aid in enforcing the law against any killing in the closed season. Section 2555 first prohibits the shipping of any birds named in the chapter out of the state at any time during the open or closed period. Second, it permits any person, during the period when such birds may be lawfully killed, to ship to any person within the state any of the game birds named, not to exceed a dozen in any one day. There it provides certain regulations for the shipment.

The second provision in said section above stated does operate as a regulation upon the disposition of birds which may be lawfully killed, and I think is in perfect harmony with other sections. Prohibiting the shipment of more than a dozen to one person within the state makes it impossible for a person to engage to kill a large number of birds for some dealer. It takes away the opportunity for engaging in a wholesale killing of the birds for the purpose of traffic.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

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**TAXES—Collection of—Chapter 50 of the acts of the Twenty-eighth General Assembly construed, with relation to section 1374 of the code.**

DES MOINES, IOWA, August 29, 1900.

*Hon. Henry Stone, County Attorney, Marshalltown, Iowa:*

DEAR SIR—Some days ago Mr. Smith, your county treasurer, came with a request from you for my construction of chapter 50 of the acts of the

Twenty-eighth General Assembly, with reference to section 1374 of the code. He propounded verbally several questions with reference to the manner of procedure in the collection of the amount due as taxes upon property not heretofore listed. Without undertaking to answer all the questions in detail, I will state generally what appears to me to be the fair interpretation of said chapter 50.

The difficulty arises because of the provisions of the first section, except the first sentence thereof. It is evident that all except the first sentence of section 1 was an amendment offered on the floor of the senate or the house without due consideration of its effect. It certainly destroys the harmony of the act. The act in question does not purport to be an amendment to section 1374 of the code; nor does it purport to prescribe the manner in which the treasurer shall discharge the duties imposed upon him by section 1374.

We may say, then, that section 1374 is not amended, or any part thereof repealed, unless the provisions of said chapter 50 are inconsistent therewith. There is nothing in section 1374 that requires the listing of property for taxation. That section was evidently intended to give a cause of action to the county treasurer for the benefit of the county against all persons who concealed their property or omitted to list the same whereby such citizens escaped the payment of their just proportion of the public burdens. The supreme court, in *Worthington v. Whitman*, 67 Iowa, 190, and in *Appanoose County v. Vermillion*, 70 Iowa, 365, held that no recovery could be had in such a case; that the statutory method for levying the tax and collecting it was exclusive. The latter had been held in former cases.

This section, then, authorizes the bringing of an action to recover not a tax duly levied upon a due assessment of property, but because of a failure to assess when it ought to have been assessed. Hence, we will see that nothing in section 1 of said chapter 50 can be construed as an amendment to the method of procedure in said section 1374.

I am strengthened in this view because the right of action given to the treasurer is only in cases where the property is subject to taxation has not been listed and assessed. If the treasurer lists the property and it becomes subject to the levy and is put upon the tax lists with the amount of tax due, then, under the decisions above referred to, a cause of action would not exist, but the treasurer would be limited to the statutory method of collecting the tax by a sale of the property. Many cases might arise where the property which ought to have been assessed five years ago is out of existence and could not be listed or levied upon, and the party may have no real estate upon which to make it a lien. So the listing of the property by the treasurer and putting it upon the tax list, might, in many cases, defeat the very object had in mind by the enactment of said section 1374.

It may be asked, then, what the purpose and meaning of the following clause of said section is: "Before listing the property discovered, the treasurer shall give the person in whose name it is proposed to assess the same, or his agent, ten days notice thereof by registered letter addressed to him at the usual place of residence, fixing the time and place where objection to such proposed listing and assessment may be made. An appeal may be taken to the district court from the final action of the treasurer by serving written notice upon him and otherwise proceeding as provided in section 1373 of the code."

This clause above quoted may fairly be construed as extending to personal property the power to list and assess the same which the treasurer has under section 1398 with reference to real estate. Where personal property is discovered in the hands of the taxpayer which has been omitted from the list, the treasurer may put the same upon the list, thereby subjecting it to the taxes of the current year, and in that case, notice must be given to the taxpayer in the same manner substantially as chapter 47 of the Twenty-eighth General Assembly requires the auditor to give in case he makes the assessment. The listing by the treasurer, under the provision above quoted, it occurs to me, should only be for the taxes for the current year. There is no direct reference to or connection with said section 1374, and I see no reason why the clause above quoted should be construed as an amendment to section 1374.

Suppose, for instance, a taxpayer had \$5,000 of moneys and credits which he had held for five years and had omitted to list the same, and still held the same. The treasurer finds that nothing is assessed to him for the current year. I am inclined to the view that he may assess the taxpayer with \$5,000 of moneys and credits and put it upon the tax list for the coming year, but before doing so, he must give the notice required in the clause above quoted, and at the same time he may demand, without putting it upon the tax list, the amount of money due for the four preceding years under the provisions of section 1374. In case he should bring suit for taxes due under section 1374, he could not include therein the amount not yet due as taxes for the current year. If, however, he should bring suit for all previous years, and then list the moneys and credits for the current year, the state and the county would receive their dues and no more.

I think it unquestionably true that if the treasurer places upon the tax list for the five previous years the amount which should have been listed, and gives the notice required in section 1 of said chapter 50, then two things would follow: *First*, he would be required to proceed in the statutory method for collecting the tax thus levied and assessed, and the right to maintain an action therefor, under the cases above quoted, would be cut off. *Second*, the taxpayer, after receiving such notice, would be estopped from denying the correctness of the amount of taxes thus found to be due from him, it partaking of the nature of an adjudication, and he could not be heard, even if an action could be brought to recover the same, to dispute the amount, because it was determined by a proper tribunal after due notice, either of which conclusions would practically abrogate the provisions of section 1374, which, to my mind, the act did not intend to do.

In my opinion, when property is discovered which has been omitted from the tax lists for five years past, it is the duty of the treasurer to make demand therefor, and to collect the same by action, giving to the defendant therein the right to contest before the court the amount of the recovery, and as preliminary to bringing such suit, he is not required to give the notice which is required in section 1 of chapter 50, but if he places the property upon the tax list for the current year, such notice is required to be given.

In reply to several other questions asked me, I will say generally, in proceeding under section 1374, the treasurer must determine the amount which he shall demand from the delinquent taxpayer. He must, in the light of all the facts of which he has knowledge, determine the amount which shall be



demand of the taxpayer. The amount to be demanded must be the result of his judgment and not the judgment of another. His duties are somewhat of a *quasi* judicial nature. He cannot delegate them to any person whomsoever. There is, of course, clerical work that can be done by others under his direction, but in determining how much shall be demanded of or paid by the taxpayer, the taxpayer is entitled to have the deliberate judgment of the treasurer himself, and not that of a clerk or tax ferret. Nor can he authorize other persons to compromise between the county and the taxpayer.

I do not wish to be understood as saying, however, that when he makes a demand, based upon the best information he can obtain, when the taxpayer comes and convinces him the demand is unreasonable, he cannot change the demand and accept less than he thought was due in the first place. But whatever is done in regard thereto must be the result of the treasurer's judgment, based upon all the obtainable facts.

I think this covers all the points presented to me.

Yours very truly,

MILTON REMLEY,  
*Attorney-General.*

**VOTING MACHINE COMMISSION—**Members of are not entitled to receive from the owners of such machines examined their expenses in addition to the one hundred and fifty dollars allowed them for examining said machines.

DES MOINES, IOWA, September 10, 1900.

*Hon. H. M. Belvel, Des Moines, Iowa:*

DEAR SIR—Your favor of the 8th inst. at hand, in which you ask whether the members of the Iowa Voting Machine Commission are entitled to receive from the owners of the machine examined expenses in addition to the one hundred and fifty dollars allowed them for examining the machines. The language of the statute which governs in this case is as follows: "Each Commissioner is entitled to one hundred and fifty dollars for his compensation and expense in making such examination and report, to be paid by the persons or corporation applying for such examination." I think this language clearly means that the one hundred and fifty dollars which shall be paid by the persons or corporation for such examination shall cover both the compensation and the expenses of the commission.

The last sentence of section 4 in chapter 34, limits the amount to be received by each commission to \$1,500, in any one year, and reasonable expenses, but this by no means implies that the owners of the machines shall pay any sum in excess of the statutory amount, viz., one hundred and fifty dollars. I think there is no authority to charge the person applying for an examination more than one hundred and fifty dollars for each commissioner.

This law, however, does not state where such examinations shall be made. The commissioner can require the parties who wish the examination

to be made to bring their machines to such place as will put the commissioners to as little expense as possible.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

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**PENITENTIARY—Warden of—**He has no authority under the law to appropriate money placed in his hands for safe keeping to the payment of damages done to state property by the wilful and malicious acts of a convict.

DES MOINES, IOWA, September 11, 1900.

*Hon. Wm. A. Hunter, Warden, Penitentiary, Anamosa, Iowa:*

DEAR SIR—Replying to yours of the 7th inst., I will say, I do not think a warden has any authority under the law to appropriate money placed in his hands for safe keeping to the payment of damages done to state property by the wilful and malicious acts of a convict.

If the damage is of sufficient importance to justify it, suit might be brought against him and the damage proved up and judgment obtained; then the money could be garnished and appropriated under order of the court; or he might be indicted for malicious mischief, which would probably be productive of more good than the other course.

But I do not think you have any authority to appropriate money to pay for damages done by him to state property without his consent thereto.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

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**BOARD OF CONTROL—**Money received for corn grown upon the farm connected with the hospital for the insane at Cherokee, should be credited to the Cherokee hospital fund, and be expended the same as other funds appropriated directly by the general assembly for said hospital.

DES MOINES, IOWA, September 12, 1900.

*The Board of Control of State Institutions, Des Moines, Iowa:*

DEAR SIRS—In your letter of the 10th inst., you state that money received from crops grown upon the farm connected with the hospital for insane at Cherokee has been paid into the state treasury and credited to the support fund. You now have a bill for shelling corn and hauling it to the cars at that place. The question arises whether the money, the proceeds of produce of the farm, should not be credited to the institution generally, and whether such bills as this should not be paid therefrom, and ask my opinion whether this bill under the circumstances can be properly paid from the construction fund, or must it be paid from the amount to the credit of the institution in the support fund, and if so, under what law will the auditor be justified in drawing his warrant on said support fund for payment.

It is evident as you state, there being no patients at the hospital at Cherokee, there is and can be no support fund in the sense in which the term is applied to other hospitals where patients are supported. If the hospital were completed and funds were drawn from the state treasury for the support of patients therein, then it is evident that the produce of the farm or garden connected with said hospital should and would properly go to the support of the patients therein; and if any were sold, the proceeds thereof should properly be credited to the support fund as stated in an opinion given you June 2, 1898.

In regard to the hospital at Cherokee, which is not yet completed: There is, so far as is disclosed by the statute, but one fund, a fund appropriated by the different acts of the legislature for the erection of a hospital. There is then no necessity or appropriateness in attempting to maintain a distinction between different funds, such as the support fund, the repair fund, or a contingent fund; or the many funds which the legislature has appropriated for specific purposes, for so far as is disclosed by the statute there is but one fund which we may call the Cherokee hospital fund, the object and purpose of which is to erect and equip a hospital at Cherokee, Iowa.

In providing for the erection and equipment of any institution involving the outlay of many thousands of dollars, from the nature of the case, there must be much left to the wise discretion of those entrusted with the expenditure of the funds. It is impossible for the legislature to anticipate every possible incident or circumstance that may arise. There is to be found in the statute nothing whatsoever in regard to the proceeds of the produce raised upon the farm or the land owned by the state. There is nothing, in fact, requiring the board of control to rent the land, but no one can question the propriety of its so doing and of selling the produce raised upon the farm. It is equally evident that the expense of raising and marketing the produce should be paid out of the proceeds of the sale thereof and the net proceeds turned into the Cherokee hospital fund. If the fund be turned into the state treasury before the cost of shelling and marketing the corn or produce is paid, the board of control, in my judgment, should audit and allow the bills therefor, in the same manner that bills for the superintendent and other employees are allowed, and certify the case to the auditor, and that a warrant be drawn upon the Cherokee hospital fund to pay therefor.

It may be asked whether the auditor is authorized to issue warrants in the aggregate amounting to more than the appropriation made by the general assembly. I think he is authorized to issue a warrant under the board of control law, so long as there is money standing to the credit of the fund against which it is drawn. Of course the aggregate amount taken from the state treasury, as distinguished from the treasury of the institution, should not exceed the amount of the appropriations. Or in a case of this kind, the money placed in the hands of the treasurer of the Cherokee hospital must not be included as a part of the unappropriated money in the hands of the state treasurer. To illustrate: suppose the legislature appropriated \$360,000 for the Cherokee hospital; that sum passes to the credit of the Cherokee hospital as fast as it becomes available; suppose \$5,000 were received by the board of control for corn and products of the farm sold; it passes to the credit of the Cherokee hospital fund; then the auditor would be justified, under the board of control law, to issue warrants against this fund credited

to the hospital until it is exhausted. In my opinion, the money received for the corn in question should be credited simply to the Cherokee hospital fund and be expended the same as other funds appropriated directly by the general assembly.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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**BOARD OF CONTROL**—The appropriation made by chapter 165 of acts of the Twenty-eighth General Assembly, can only be used to reimburse patients in the Hospital for the Insane at Mt. Pleasant whose claims are not secured by the bond of the deceased superintendent.

DES MOINES, IOWA, September 24, 1900.

*Board of Control of State Institutions, Des Moines, Iowa:*

**GENTLEMEN**—Yours of the 24th inst. at hand in which you state that

“Dr. H. A. Gilman, deceased, late superintendent of the Hospital for the Insane, Mt. Pleasant, Iowa, gave no official bond for the time prior to July 1, 1898, but gave such a bond which was in force from and after that date. He died insolvent about October 8, 1898, indebted to patients for money received from them both before and after July 1, 1898. A portion of the indebtedness incurred for money received after July 1, 1898, was discharged by the sureties on the bond, but other indebtedness incurred by Gilman for money received from patients both before and after July 1, 1898, remains unpaid.

“We desire to know whether money appropriated by chapter 165 of the acts of the Twenty-eighth General Assembly, may legally be used to pay sums received by Gilman from patients after July 1, 1898, and still unpaid.”

It is a fundamental rule of construction in the interpretation of statutes that the intent of the legislature shall be ascertained if possible and force and effect given to such intent. Without entering upon a refined discussion of the effect of the preamble and whether its recitals may be used to enlarge or restrict the language of an enacting clause, all authorities hold that it may be used to ascertain the intent of the legislature. The preamble of chapter 165 shows that it was the intent of the legislature to reimburse only such patients as had suffered loss by the reason of the late Dr. H. A. Gilman giving no bond. Those patients from whom he received money and those for whose benefit he received money at the time the law did not require him to give a bond are the patients pointed out by the preamble for whom the appropriation made in section 1 of the act was intended. Nothing in the entire act discloses the intent to appropriate funds for patients whose claims are secured or to relieve the sureties on the bond executed by the late Dr. Gilman on July 1, 1898.

The amount appropriated was just enough to reimburse those patients whose claims are unsecured and it would be unjust and certainly not in accordance with the legislative intent to deprive such patients of any part of such fund appropriated for their benefit and give it to other patients whose

claims are secured, the effect of which is to release the sureties on the bond executed July 1, 1898, from their liability on the bond.

It is a rule of construction of a statute that the circumstances under which it was enacted, the evil to be remedied, or the good to be accomplished, shall be taken into consideration. The preamble of this statute shows conclusively that it was the intent of the legislature to make good, losses which would be otherwise sustained by certain patients depositing their money with the superintendent of the hospital at a time when under the law he was not required to give bond, and that there is no intention to release the sureties on a bond which was given in accordance with law from any liability thereof, hence, in my opinion, the appropriation made by said chapter 165 can only be used to reimburse patients whose claims are not secured by the bond of the late Dr. Gilman.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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**BOARD OF CONTROL**—The support fund for the Institution for Feeble-Minded Children at Glenwood cannot be used for the purpose of putting a new roof upon one of the new buildings of said institution.

DES MOINES, IOWA, October 5, 1900.

*Board of Control State Institutions, the Capitol:*

DEAR SIRs—Yours of the 3d inst. at hand. You request my opinion as to whether it would be proper to pay the expenses of putting a new roof upon one of the buildings of the Institution for Feeble-Minded Children at Glenwood out of the support fund, mentioning the fact that the appropriation for contingencies and repairs was insufficient to meet such expense, and the further fact that all expenses of said institution except clothing and transportation are paid by the state and no part, with the exception of the above, is paid by the county or other persons.

Section 2700 of the code as amended by chapter 79 of the acts of the Twenty-seventh General Assembly appropriated \$12.00 monthly for each inmate supported therein by the state. The purpose of this appropriation is for the support of the institution. It might be difficult to determine what expense might properly be included within the term "the support of the institution" if this section stood alone.

The Twenty-eighth General Assembly, chapter 150, made appropriation for contingent and repair fund \$6,000. Nearly every general assembly has made special appropriation for buildings, changes in the buildings, heat, light, the erection of necessary buildings and for contingencies and repairs. We cannot suppose the legislature which has made appropriations biennially for contingent expenses and repairs intended that such expense should be paid out of the support fund. The appropriation of \$6,000 for contingencies and repairs is, I think, fairly to be considered a limitation upon the amount that may be expended for that purpose, and negatives any inference that the support of an institution includes the repairs which are otherwise provided for.

In my judgment, the support fund for the Institution of Feeble-Minded Children at Glenwood cannot be used to put a new roof upon one of the buildings of said Institution.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

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**GAME LAW**—Section 2551 of the code makes it illegal to use any artificial ambush built upon the edge of the water.

DES MOINES, IOWA, October 6, 1900.

*Hon. George E. Delavan, Estherville, Iowa:*

DEAR SIR—Yours of the 4th inst. at hand, asking my opinion upon the construction of section 2551 in regard to an artificial ambush in shooting ducks and geese. The question is presented to you whether an ambush built on the land at the edge of the pond is against the law, and in regard to this you wish my opinion. Said section among other things provides, “no person shall kill any of the birds mentioned in this section from any artificial ambush of any kind, or with the aid or use of any sneak boat or sink box or other device used for concealment in the open water, or use any artificial light, battery or any other deception, contrivance or device whatever, with the intent to attract or deceive any of the birds mentioned in this chapter,” etc. The language “no person shall kill any of the birds mentioned in this chapter from any artificial ambush of any kind” is very general. There is nothing in such language to indicate that it intended to prohibit the killing of such birds from such ambush built out in the water only.

In view of the second clause, “or with the aid of any sneak boat or sink box or other device used for concealment in open water,” would indicate that the first clause intended to prevent ambush on the land more especially. An ambush on the open water would ordinarily be a sneak boat or sink box and the two clauses were intended to cover all kinds of ambush whether upon the land or upon the water, including therein sneak boats and sink boxes.

I cannot conceive of any possible rule of construction that would exclude artificial ambushes built on the land near the water from the prohibitions of this section. Said section clearly makes it illegal to use any artificial ambush built upon the edge of the water.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

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**ESCAPED CONVICT**—There is no statute which makes it a crime for a person to give shelter, clothing, and food to an escaped convict.

DES MOINES, IOWA, October 10, 1900.

*Hon. W. A. Hunter, Warden Penitentiary, Anamosa, Iowa:*

DEAR SIR—Your favor of the 5th inst., enclosing a letter from Frank Desmond, sheriff of Osceola county, at hand. The facts stated in Mr. Des-

mond's letter do not show that the person named therein in any manner assisted or aided a prisoner detained in the penitentiary to escape. I think sections 4894 and 4895 are the only sections of the code under which such prosecutions could be brought, but unfortunately they relate to assisting or aiding a prisoner to escape from a penitentiary or jail.

Sibley is probably 250 miles from Anamosa. These sections do not make it a crime to assist, giving aid, comfort or relief to an escaped prisoner. The prisoner in question undoubtedly had escaped, and while he had been detained in the Anamosa penitentiary, he was not detained at the time the assistance was given him. In fact, the prisoner had already escaped before the assistance was given him, as shown by Mr. Desmond's letter. However reprehensible the conduct of the man referred to was, and however much he deserved punishment, yet in the absence of a statute making it a crime, I do not think it would be worth while to attempt any prosecution.

Your letter, however, presents a very different case. If, while the prisoner was in custody at Anamosa, any person furnished him clothes, or communicated to him where other clothes could be found, and planned his escape, aiding and assisting him in making the escape by furnishing him means of concealment of his character as a prisoner, or any other way while he was in the penitentiary, then such person would be guilty under the section above referred to.

You say his prison clothing was found within a quarter of a mile of the farm where he was employed. Evidently he put on citizen's garb at that place, which must have been furnished him by some one. Possibly it was furnished by the man up in Osceola county, either personally or through another. If you could connect the man in Osceola county with the acts done while the man was in prison, then undoubtedly he could be prosecuted. Or if you could find the one who furnished him clothing while he was in the prison, or detained by the officers of the prison, he could be prosecuted under said sections.

But I know of no statute which makes it a crime for a person to give shelter and clothing and food to an escaped convict.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

BOARD OF CONTROL—PENSION MONEY OF INMATE AT SOLDIERS HOME.—Pension checks not endorsed cannot be considered as money in the hands of the commandant of said home.

DES MOINES, Iowa, October 19, 1900.

*To the Board of Control of State Institutions, Des Moines, Iowa:*

DEAR SIRS—Yours of the 12th inst. at hand, enclosing the letter of Commandant Horton of the soldiers home at Marshalltown, from which it appears that certain members of the home have been twice convicted or found guilty of intoxication or other misdemeanors so as to be required, under section 2 of chapter 92 of the acts of the Twenty-eighth General Assembly, "to deposit the money received from the United States government as a pension with the commandant immediately on the receipt of his



pension check." It appears also that some such members now refuse to endorse their pension checks, and have demanded their papers and asked for a discharge from the home. Commandant Horton asks this question: "May the money be considered to be in my hands where the check is not signed, and will it be a violation of the state law to deliver the check to such pensioner on his demand, giving him at the same time his discharge?" This is the inquiry upon which you request my opinion.

In regard to this I will say that said chapter 92 does not contemplate that the pension check itself shall be in the hands of the commandant. It assumes that the pensioner himself will receive the money upon said check, and deposit it with the commandant. So far as appears in the law, the commandant has nothing whatsoever to do with the pension check. It is only the money which the party deposits with him after receiving the pension check with which he has to do.

I think, under the law, he is not required to receive the pension check, or to hold the same, or to do anything therewith. It is not improper for him, if the pensioner brings the check to him, duly endorsed for him, to receive it and treat it as money deposited with him. But if the pensioner refuses to deposit the money received by him upon the check, such money cannot be said to go into the hands of the commandant. By so refusing, he violates the law and should be promptly discharged, in which case, he would be entitled to receive at the end of thirty days, the money theretofore deposited to his credit with the commandant.

I do not think the commandant, if perchance the pension check goes into his hands, would be entitled under the law to retain the check or consider it, without an endorsement, as the payment to him of so much money. Such pensioner, upon being discharged, is entitled to receive any pension papers, including the pension certificate, which he may have deposited with the commandant for safe keeping, but is not entitled to the money which he has deposited until after thirty days.

I do not agree with the commandant's views, that he might be liable for a violation of the federal statute if he held a pension check after the same had been demanded by the pensioner. It is made a misdemeanor to retain the pension certificate of a pensioner, and refuse to surrender the same upon his demand, by the act of February 28, 1883; 22 Stat. L., 431; Sup. to U. S. Rev. Stat., Vol. 1, 398.

There is a vast difference between a pension certificate and a pension check, but this inquiry does not enter into the question of the duties of the commandant, inasmuch as the law imposes upon him no duty whatsoever with reference to the pension check.

Yours truly,

MILTON REMLEY,  
*Attorney-General.*

**COLLATERAL INHERITANCE TAX—Section 3281 of the Code construed and applied to a given statement of facts.**

DES MOINES, IOWA, October 19, 1900.

*M. W. Herrick, Esq., County Attorney, Monticello, Iowa:*

MY DEAR SIR—Treasurer Herriott has shown me your letter to him of October 13th, and requests that I write you giving you my views upon the point presented.

Mr. Proctor, of your city, died testate. By his will he bequeathed to a sister of his deceased wife \$3,000; the balance of his estate to his two daughters. At the time of Mr. Proctor's death, the legatee sister-in-law was deceased, so that the portion willed to her goes to her heirs. Her heirs are a surviving brother and sister and the children of Mr. Proctor, Mr. Proctor's deceased wife being a sister of the legatee. The question arises whether the portion of the \$3,000, going to the testator's two daughters as heirs of their deceased aunt is subject to the collateral inheritance tax.

The relationship of the heirs to the testator in all cases determines whether such heirs are collateral heirs or direct heirs. It is the portion of the estate passing to collateral heirs that is subject to the collateral inheritance tax. The property received by the daughters of the testator not passing to collateral heirs is not subject to the tax. This, I think, will be admitted by everyone.

The only consideration which appears to lead to any doubt is that the \$3,000 passes theoretically to the estate of the testator's deceased sister-in-law, and from such estate to the daughters of the testator as her heirs. If this line be followed, and is the correct view, then the legacy would be entitled to two charges of collateral inheritance tax; first from the Proctor estate to the estate of the legatee, and the daughters and their uncle and aunt who are heirs with them, would be required to pay another tax because they are collateral heirs of the deceased legatee.

That doctrine proves either too much or too little. I do not think the position is tenable. The \$1,000 which passes to the children of the testator goes from the estate of their father. They are heirs to that portion of their father's estate under the provisions of the will. Section 3281 of the Code is as follows: "If the devisee died before the testator, his heirs shall inherit the property devised to him, unless, from the terms of the will, a contrary intent is manifest." The term "devisee" includes also "legatee."

The death, then, of the legatee, under the provisions of this section, has the effect to make the heirs of the deceased legatee the legatees under that provision of the will the same as if their names had been written in the will respectively.

In other words, they become the heirs of the property devised, *i. e.*, the property belonging to the testator and devised by his will. The property thus devised is not the property of the deceased legatee, and could not pass to the administrator of such deceased legatee's estate.

The law of the land becomes no less a part of a will than of a contract. After the death of the legatee of the \$3,000, this section of the statute has the effect to read into the will a provision that \$1,000 shall be paid to the sister of the legatee, another \$1,000 to the brother, and another \$1,000 to the two daughters of the testator. The \$1,000 going to the two daughters,

passing not to collateral heirs but to direct heirs, in my judgment is not subject to the collateral inheritance tax, but the \$2,000 going to the brother and sister of the legatee, I think should properly be charged with the tax.

Yours very truly,

MILTON REMLEY,  
*Attorney-General.*

**BUILDING AND LOAN AND SAVINGS AND LOAN ASSOCIATIONS—Voluntary Liquidation of—**1. In case the shareholders of such associations should decide to go into voluntary liquidation, such associations would still be subject to supervision by the auditor of state.

2.—When any shareholder of such association sees that his interests are being jeopardized through the fraud, speculation, and dishonesty of those having the affairs of such association in charge, he has the right to apply to a court of equity for the appointment of a receiver, notwithstanding the association may have resolved to go into liquidation.

3.—The statements made in paragraphs 1 and 2 will apply likewise to a case where such association elect to go into voluntary liquidation under a plan approved by the executive council.

October 31, 1900.

*Hon. Frank F. Merriam, Auditor of State, Des Moines, Iowa:*

DEAR SIR—Your favor of the 26th inst. at hand in which you say:

“Section 7 of chapter 69, laws of the Twenty-eighth General Assembly, provides a method by which building and loan or savings and loan associations may go into voluntary liquidation. Three questions regarding this subject have arisen, upon which I would be pleased to have your opinion. In case the shareholders should decide to go into voluntary liquidation, as provided under section 7:

*First*—Would such association be still subject to supervision by this department, and could I legally make application for a receiver for such an association during the process of such liquidation?

*Second*—Could a shareholder legally make application for a receiver for such an association during the process of such liquidation?

*Third*—Would the answers you have given to questions 1 and 2 still apply in case an association did not accept the plan provided for in section 7, but went into voluntary liquidation under a plan of their own, properly approved by the executive council as provided for in said section?”

The first inquiry that suggests itself is: “What is the status of an association after its shareholders have by a three-fourths vote resolved to go into voluntary liquidation upon either the plan outlined in said section 7 or upon a plan of their own which has been approved by the executive council? Does it cease by such act or resolution to be a building and loan or savings and loan association? It may and unquestionably does, cease taking in new

business, but I think it is unquestionably a building and loan association; has not lost its corporate identity or power. Said section 7 or any other section of said chapter 69 does not abridge or limit the power given in chapter 13, title 9, of the code to the auditor of state. The purpose of the law requiring reports to be made by the associations and requiring examinations of the affairs of the association by the auditor, is to protect the shareholders from improvidence, frauds or the misdeeds of the officers. The fact that the association has voted to go into liquidation affords no guarantee against the mismanagement, misdeeds, fraud or speculation of the officers, and in the nature of the case, there appears to be no reason for a less degree of watchfulness on the part of the auditor than if it was a going institution. If such an association after having resolved to go into liquidation were exempt from any control of the auditor's office or examination, the winding up of the affairs of the association might be prolonged year after year and the funds paid in by the shareholders might be dissipated without let or hindrance so far as the auditor is concerned. The same reasoning that would prohibit the auditor from interfering would also prohibit a shareholder from applying for a receiver. Such a construction of the law would leave every shareholder at the mercy of the persons in charge of the winding up of the affairs of the company. I do not think this was the intent of the legislature.

Hence, in answer to your first question, my opinion is that such an association is still subject to the supervision of the auditor and he will be justified in making an application for a receiver for such an association during the process of such liquidation whenever said association is not carrying out the provisions of the law in good faith or is squandering the property of the association which belongs to the shareholders, or pursuing a method of liquidation not contemplated by law.

*Second*—In regard to the second inquiry, a shareholder in any corporation whenever he sees that his interests are being jeopardized through the fraud, speculation and dishonesty of those having the affairs of the corporation in charge, I do not doubt has full right to apply to a court of equity for the appointment of a receiver notwithstanding the association may have resolved to go into liquidation.

*Third*—I think the same rule applies when such association has adopted a plan of liquidation of its own other than that outlined in section 7, which plan has been approved by the executive council, but in either case, if the association is carrying out the plan honestly and in good faith approved by the executive council or provided under said section 7, doing the acts therein authorized would not be considered a violation of law, and ought not and could not properly be made a basis of complaint. But if such an association through its officers is wasting the property of the association by which the rights of any member are jeopardized or a wrong being perpetrated upon him, then the right of the state or of any shareholder to apply for the appointment of a receiver to wind up the affairs of the company under the directions of a court of equity exists the same as that no resolution had been passed by the shareholders to go into voluntary liquidation. Said section 7 while giving power to an association which it did not prior thereto possess, to go into voluntary liquidation, does not diminish or limit the power of the

auditor to see that the affairs of the association are administered according to law.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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**GAME WARDEN**—License for non-residents who hunt within this state—Persons residing on islands in the Mississippi river on the Iowa side thereof are within the state of Iowa, and are not required to procure a license, and there is no provision of law which authorizes the game and fish warden to issue a permit to persons to violate the provisions of the law.

October 31, 1900.

*Hon. Geo. E. Delavan, Fish and Game Warden, Spirit Lake, Iowa:*

DEAR SIR—Your favor of recent date came duly to hand, enclosing a letter from Mr. Geo. S. Tracy, of Burlington, in which inquiries were made of you, in substance:

“Whether you have power to waive the requirements of chapter 86 of the acts of the Twenty-eighth General Assembly by which a person not a *bona fide* resident of the state of Iowa is prohibited from hunting or killing any game, bird or animal in the state without first procuring a license,” etc.

It is claimed that a law requiring a license to be paid works a hardship not only upon residents of this state, but also residents of Illinois, inasmuch as both states claim concurrent jurisdiction over the river.

Without passing upon the question how far the acts of congress admitting Illinois and Iowa into the Union, and the statutes of both states relative to a concurrent jurisdiction over the Mississippi river may apply to one shooting game birds anywhere upon the Mississippi river, I will say there is no provision of law which authorizes the game and fish warden to issue any permit to any person whomsoever, to violate the provision of the law. The law applies to all persons who violate its provisions, and does not provide for any person to grant indulgences to any wishing to violate it or grant immunity from punishment in case of violation. Mr. Tracy's letter advances the idea that persons living on islands in the Mississippi river which are near the Iowa shore and belong to the state of Iowa, are prohibited by the law from shooting game upon the islands on which they live. Such persons being residents of the state are not required to procure a license under the provisions of said chapter 86. The islands in question being a part of the state and wholly within the jurisdiction of the state, I do not think they could be held amenable to the laws of Illinois for doing what is lawful to be done in the state in which they are citizens, and of which the *locus in quo* forms a part. The islands in question form no part of the waters of the Mississippi, and Illinois can certainly claim no jurisdiction over the lands belonging to the state of Iowa.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

**GAME LAWS**--A person who does not own the bed of a lake is liable for seining therein. And he may be liable even though he owns the bed of the lake if the outlet to the lake is such that in times of ordinary high water it is connected with other bodies of water and thereby be restocked.

November 9, 1900.

*Hon. Geo. E. Delavan, Fish and Game Warden, Estherville, Iowa:*

DEAR SIR--Yours of the 7th inst. at hand requesting my opinion as to the liability to arrest and prosecute for violating the game and fish laws of the state, all persons seining in lake Spitznoggle near Wapello, Iowa.

The facts stated by you are hardly sufficient for me to form a positive conclusion. You say: "The farmer owns a farm on which is lake Spitznoggle." This would imply that he also owned the lake, yet it appears in another place that the lake covers possibly 250 acres of land and is the resort for business men of Wapello. I know of no lake of such an extent which was not meandered. If the lake is a meandered lake then it is not owned by the farmer although he may have land surrounding it. The riparian owners of meandered lakes own only to high water mark. In that case, the farmer does not own the lake and is amenable to the law if he seins therein.

If, as a matter of fact, the farmer owns the lake, then his right to seine would depend upon whether the lake has no natural inlet or outlet through which it may be stocked or replenished with fish. If it has no outlet by which it may be stocked or replenished with fish, and he owns the lake, he may then fish with seine or in any manner he is disposed under section 2545 of the code. The character of the inlet or outlet is not stated by you. If there is a natural outlet or inlet which in times of ordinary high water connects with the river so that the lake may be replenished or restocked with fish, then the farmer is not authorized to seine in said lake. The fact that there may be no connection between the lake and the river in times of low water, does not change the rule above stated. If the condition is such that the lake depends upon its connection with the river to be replenished with fish, certainly under the law, the owner of the lake is prohibited from seining therein. On the other hand, if the farmer owns the lake and there is no connecting outlet or inlet from the river except in times of excessive high water when the river may overflow its banks, such high water or floods as occur very seldom and are extraordinary, the fact that an occasional overflow of the river makes the connection with the lake would not in my judgment, deprive the lake of its character as private waters nor preclude the farmer from fishing with a seine therein. I think it plain that if the farmer does not own the bed of the lake, he is liable to the law in case he seines therein, and second, if he does own the bed of the lake and the outlet is such that in times of ordinary high water there is a connection by means of an outlet or inlet into the lake by which the lake may be restocked with fish from the river, then he is prohibited from fishing and is amenable.

Yours very truly,

MILTON REMLEY,  
*Attorney-General.*



**BOARD OF CONTROL.**—The settlement by the executive council with said board should embrace all matters in or for which public money is expended under the direction of said board.

DES MOINES, IOWA, November 13, 1900.

*Hon. A. H. Davison, Secretary Executive Council.*

DEAR SIR—In yours of the 12th inst., you say that the executive council request my opinion “as to whether the board of control is one of the offices that should be settled with by the executive council under the provisions of section 161 of the code, and if so, should the settlement take in all of the financial doings of the said board, or be limited to the office, or the expenses of the office as such.”

Section 161 is as follows: “The executive council shall annually, and oftener in its discretion, make a full settlement between the state of Iowa and the officers of the state, officers and superintendents of the state institutions, and all persons receiving, handling, or expending state funds.” Section 159 requires the executive council to cause the books, accounts, vouchers, expenditures and conduct of each state institution to be examined by a skillful accountant. The settlement referred to in section 161 contemplates the examination of the accounts as a prerequisite to making a settlement.

The language of section 161 is comprehensive and includes within its terms all officers of the state and all persons receiving, handling or expending state funds. It is a general law and applies to all persons coming within the terms. The fact that the board of control was created after this general law was enacted does not, in my judgment, exempt it from the examination and settlement required by said section 161 of all state officers. The creation of a state office after the enactment of a general law governing the conduct of state officers, is as much subject to the general law as a public officer whose office was created prior to the enactment of the general law. I know of no distinction between them, and in my judgment, the board of control is embraced within the class of state officers with whom the executive council is required to make settlement.

In regard to the second branch of the inquiry, viz., “Should the settlement take in all of the financial doings of the board, or be limited to the office, or the expenses of the office as such,” I will say chapter 116 of the acts of the Twenty-seventh General Assembly, creating the board of control, places the management of the state institutions under the control of the said board. Said board becomes the managers of each of the institutions placed under its control. The board of control expends public money for the different institutions. The accounts of the different institutions are kept in the office of the board of control, and an examination of the financial doings of the said board is practically an examination of the books, accounts, vouchers, expenditures and conduct of each state institution referred to in section 159.

The purpose of the law is evidently to have a check upon the public officers who are expending the public money. The expenditure for the state institutions, by said chapter 118 of the acts of the Twenty-seventh General Assembly, is transferred from the boards of trustees and superintendents of the institutions who formerly had control thereof to the board of control.



The board of control stands in place of the governing boards of the institutions as they existed at the time the present code was enacted. I do not think it was intended by the legislature that a part of the accounts of the board of control,—for instance, their office expenses,—should be examined and settled by the executive council, and that by far the greater part of the expenditures of public money should be released from examination. The policy of the law being to secure an examination of the accounts of every public officer to the end that mistakes should be corrected and frauds and embezzlements detected, it is not, in my judgment, repealed and set aside by transferring the management of state institutions to the board of control.

I am of the opinion that the settlement by the executive council with the board of control should embrace all matters in or for which public money is expended under the direction of the board. •

Yours respectfully ,

MILTON REMLEY,  
*Attorney-General.*

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BOARD OF CONTROL—The abstract of title submitted for an opinion shows a good title in the present holder thereof.

December 8, 1900.

*The Board of Control of State Institutions, Des Moines, Iowa:*

DEAR SIRS—I have examined the abstracts of title which you submitted to me of the following tracts of land:

*First*—A part of the south-east quarter of section 13, of township 78 north, of range 3 east, of the 5th P. M., as follows: Beginning at the north-east corner of said south-east quarter of said section 13, thence south along the center of a sixty foot road, 18 chains and 34 links to a stone, thence west along the center of a 40 foot road, 33 chains 97 links to a stone, thence north, 18 chains and 34 links to a stone in the center of a 40 foot road, thence east along the center of last named road, 33 chains and 97 links to the place of beginning, containing 62.30 acres, more or less, subject to right of way of C. M. & St. P. Railway Co.

*Second*—A part of the south-east  $\frac{1}{4}$  of section 13—78—3 E. of the 5th P. M., described as follows, to-wit: Beginning at a stone 10.79 chains due north from a stone and mound at the corner of sections 13—18—19 and 24; thence west 4 chains; thence north 2.50 chains; thence west 18.84 chains; thence south 2.50 chains; thence west 21.23 chains; thence north 10.87 chains; thence east 44.07 chains; thence south 10.87 chains to the place of beginning. Containing 43 10-100 acres, more or less, except the right of way of the Davenport & St. Paul Railway company.

In regard thereto I will say that while there are minor criticisms that might be made, yet there appears to be no practical objection to the title. Anything which might be considered as a defect is of such ancient date that there appears to be no human probability of anything arising thereunder.

I think you would be justified in accepting the title thus shown as a good title. There is no serious defect in the title or cloud thereon. Some apparent ones have been cured by the statute of limitation.

Yours very truly,

MILTON REMLEY,  
*Attorney-General.* J

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**DENTISTS DULY REGISTERED**—Where a dentist has been duly registered as such under the law in force at the time of registration, a new certificate or license is not necessary to enable him to practice as such where he has failed for one or more years to pay the renewal fee.

2.—One who has been given a temporary license to practice dentistry cannot continue to do so without an examination and obtaining a license as required by chapter 91, laws of the Twenty-eighth General Assembly.

December 27, 1900.

*Dr. F. A. Lewis, Secretary and Treasurer State Board Dental Examiners,  
Ottumwa, Iowa:*

DEAR SIR—Yours came duly to hand requesting my opinion upon the following points:

*First.*—You call attention to the fact that heretofore dentists duly registered have failed for one or two years to pay the renewal fee of \$1 and ask in effect, if the payment of such fees and fines provided under prior laws be made, is the board “justified in issuing a renewal certificate to, and reinstating in the register the one who has paid such fees and fines?”

*Second.*—Whether persons to whom have been issued temporary licenses under the provisions of section 2598 of the code prohibited to practice dentistry in this state without an examination and obtaining a license as required by chapter 91 of the laws of the Twenty-eighth General Assembly.

In regard to this point I will say that to reach a correct conclusion it will be necessary to review the legislation upon this subject. The end and purpose to be obtained must ever be had in mind in construing any statute. The first law with reference to the practice of dentistry is chapter 36 of the laws of the Nineteenth General Assembly. The purpose thereof is correctly stated in the title, “An act to insure the better education of practitioners of dentistry in the state of Iowa.” It will be noticed that said act provided for licenses to be issued:

*First.*—To those who upon the examination by the board or some member of the board, were found to be qualified.

*Second.*—To all persons having a diploma from the faculty of some reputable dental college.

*Third.*—To every person who is engaged in the practice of dentistry within six months from the date of the taking effect of this act.

The act provided for the payment of certain fees by which the expenses of the board were to be met.

It will be noticed under the first act that examinations were required only of those who after the passage of the act, commenced the practice of dentistry and were not graduates of some reputable dental college. The fact that one was engaged in the practice of dentistry six months of the date of taking effect of the act or was a graduate of some reputable dental college, was by the law considered evidence of qualification sufficient to entitle one to practice.

The law remained substantially the same until the adoption of title 12, chapter 19 of the code of 1897. By section 2599 of the code we find that persons "who are registered practitioners of dentistry under laws heretofore in force," are excepted from the law prohibiting persons to engage in the practice of dentistry without a license from the state board of examiners. Section 2597 however required "any one who desires to continue the practice of dentistry shall on or before May 15th of each year, pay to the board of examiners the sum of \$1 for which he shall receive a renewal of his certificate, unless his name has been stricken from the register for violation of law." This compelled all persons who are engaged in the practice of dentistry to pay an annual fee in order to lawfully continue the business, but it will be noticed that the failure to pay such fee did not have the effect of revoking his certificate. The failure to pay such fee incurred a fine of \$10 for each month during which he continued to practice. But the certificate showing his qualifications to practice was not thereby annulled.

The Twenty-eighth General Assembly, chapter 91, repealed chapter 19 of title 12 of the code and enacted a substitute therefor. It provides for the examination of all persons who shall engage in the practice of dentistry and permits none to be examined except graduates of a reputable dental college. Section 10 makes it unlawful for any person to practice medicine without having complied with the provisions of this act, but section 12 provides "and nothing herein shall be construed to prohibit the practice of dentistry in this state by any practitioner who has been duly registered in accordance with the laws of Iowa existing prior to the passage of this act." What does this exception mean? Does it mean that any practitioner who at the time of the passage of this act held a valid license to practice, or does it mean that any practitioner who had shown his qualification to practice and had been duly registered in accordance with the laws of Iowa existing prior to the passage of this act, should be permitted to continue the practice or excepted from the requirement laid down in chapter 91?

I have called attention to the fact that a failure to pay an annual fee of \$1 to the secretary of the state dental board did not work a forfeiture of the certificate authorizing the practice of dentistry. It subjected the person continuing the practice of dentistry without the payment of such fee, to a fine or penalty. Under section 2599 of the code, failure to register the certificate with the clerk of the district court of the county for six months worked a forfeiture of the license. The license could be restored upon the payment to the board of the sum of \$25 but no new examination was required. Where one had been for some time duly registered I know of no provision of any statute requiring him to again submit to a new examination. The fact that one suspended practice for one year say, prior to the taking effect of said chapter 91 of the Twenty-eighth General Assembly and did not pay his

annual fee for a renewal of the certificate, would not be evidence of disqualification to practice dentistry. In my opinion, the language quoted above from section 12 of said chapter 91, exempts any one who has been duly registered in accordance with any law in existence prior to the passage of said chapter 91, from the provisions requiring an examination and a license, and this is true whether at the time the said chapter 91 took effect he was lawfully engaged in the practice of medicine or not. In other words, the language above quoted makes the fact that one has been registered at some time, conclusive evidence of his qualification to practice dentistry irrespective of the fact, if it be a fact, that at the time of the taking effect of said chapter 91 he may not have been engaged in the practice of dentistry or may have failed to pay the annual fee required by section 2597 of the code. We cannot attach penalties to the failure to pay such fee which the statute did not. There is nothing in the said chapter 91 which requires or authorizes the board to issue certificates or licenses to any except those who are required under said act to be examined. Said chapter 91 does not apply to any persons practicing dentistry who has been duly registered in accordance with the laws of Iowa existing prior to the passage of this act. Hence I do not think that a new certificate or license is necessary to enable one to practice dentistry who has been heretofore registered under the law then in force, as the fact of their having been registered is declared by the legislature to be sufficient evidence of their qualification to entitle them to practice without being subject to the penalties provided in said chapter 91.

*Second.*—In regard to your second question I will say chapter 36 of the laws of the Nineteenth General Assembly provide that “any member of said board shall issue a temporary license to any applicant upon the presentation by such applicant of evidence of the necessary qualifications to practice dentistry, and such temporary license shall remain in force until the next regular meeting of the said board occurring after the date of such temporary license and no longer.” This is substantially the same as section 2598 of the code. An examination for a temporary license was not required. Evidence of qualification could be submitted to any member of the board. This was only a temporary make-shift to enable one who furnished *prima facie* evidence of his qualification to commence the practice until such time as he had an opportunity to take the examination or procure a certificate or license in due form from the board as a whole. Such license was not issued by the board but by a member. He was not required by section 10 of said act to be registered with the county clerk of any county. Only those persons who shall be licensed by the said board were required to be registered by the county clerk of any county. And the temporary license issued by one member of the board does not mean the same as duly registered, and I am of the opinion that such a one does not come within the exception quoted above from section 12 of said chapter 91, but in order to practice dentistry must take the regular examination provided for in said chapter 91.

Yours very truly,

MILTON REMLEY,  
*Attorney-General.*

**NOTARY PUBLIC**—A district judge who has resigned his office is ineligible to the office of notary public during the term for which he was elected.

December 31, 1900.

*Hon W. H. Fleming, Private Secretary, Des Moines, Iowa:*

DEAR SIR—Yours informing me of the request of the governor for my opinion upon the following questions, came duly to hand. The press of other matters has delayed my response. You ask:

*First*—"Can a district judge be a notary public?"

*Second*—"Can a district judge who has resigned, be a notary public during the time for which he is elected."

Section 5, article 5 of the constitution contains the following provision: [ "The judge of the district court shall hold his office for a term of four years and until his successor shall have been elected and qualified, and shall be ineligible to any other office except that of judge of the supreme court during the term for which he is elected. There is no question but that notary public is an office. Section 22 of article 3 of the constitution so recognizes it. But without such recognition it is clearly settled by authorities that a notary public is a public officer. 16 Am. Eng. Enc. of Law, page 733.

In reply, then, to your first inquiry, I will say that I do not think a person can hold the office of a district judge and a notary public at the same time.

In regard to the second inquiry, whether he is ineligible for the office of notary public during the time for which he was elected, I will say that, technically speaking, he is ineligible. It is very evident to my mind that the case does not come within the spirit of the constitution, although within the letter. From the nature of the case, the appointment of notary public being made by the governor, could not be secured by reason of any favors shown by a judge in the discharge of his duties on the bench. The purpose of the constitutional prohibition is to prevent one holding the office of district judge being subjected to the temptation of showing partiality to this person or that person, or this faction or that faction, for the purpose of gaining support for the appointment or election to some other office. It is to remove the district judge from any suspicion of using the office of judge for the purpose of making friends, which would help him to another position. The appointment to the office of notary public could not be influenced by anything done by the judge upon the bench. Hence, I say it is not within the spirit of the constitution.

But the constitution makes no exception, as is found in section 22 of article 3 of the constitution. It is difficult to anticipate what the supreme court would ultimately determine in regard to it, but I am of the opinion that the court would be forced to hold that a judge who has resigned is ineligible to the office of notary public during the term for which he was elected. If there were any doubt about it whatsoever, in view of the serious consequences that might follow by having the acts of a notary public declared of no effect, it is far better to take no risk whatever, but follow the letter of the constitution.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

**INSURANCE COMPANIES**—Foreign companies must substantially comply with chapter 65, laws of the Twenty-eighth General Assembly, before they can be permitted to do a stipulated premium business in this state.

December 31, 1900.

*Hon. Frank F. Merriam, Auditor of State, Des Moines, Iowa:*

DEAR SIR—I have the honor to acknowledge receipt of your request for my opinion “as to the standing of insurance organizations which have formerly been admitted to do business in this state under the provisions of chapter 7, which, until amended by the last general assembly, governed stipulated premium and assessment life insurance companies and associations. Nearly all the associations or companies from other states which are authorized under chapter 7 to do business in this state are doing what is ordinarily termed ‘stipulated premium’ business, and I desire to advise these companies what change will be required of them in order to comply with the new stipulated premium law in this state, and whether or not a company organized under the laws of some other state as an assessment company and doing a stipulated premium business can be authorized to do business in this state as an assessment company, or must they comply with chapter 65 of the laws of the Twenty-eighth General Assembly; and if they must comply with chapter 65, laws of the Twenty-eighth General Assembly, should this department require them to have their policies valued and listed as a liability?”

In regard to this, I will say that chapter 65 of the acts of the Twenty-eighth General Assembly in effect eliminates from chapter 7, title 9 of the code, all provisions relating to stipulated premium companies. Said chapter 65 is an amendment to chapter 7, title 9 of the code. Section 5 defines what is a stipulated premium company, and provides “that the business of life insurance upon a stipulated premium plan shall be subject to the provisions of this act.” This definition of a stipulated premium company is the test or standard by which a foreign insurance company is to be measured. The purpose of the act is to divorce those insurance companies which require a fixed payment or stipulated premiums to be paid, from those associations which conduct the business upon the assessment plan. It is very evident to my mind that an Iowa company or association cannot lawfully do a stipulated premium business, and at the same time an assessment business. For a stipulated premium company which is required to have a reserve sufficient to enable it to comply with the contract it makes with the policy holder to continue an assessment business which might, and in all human probability will, jeopardize the funds which have been accumulated to pay the stipulated premium policies at their maturity, would defeat the end and purpose of this act. Section 16 prescribes a penalty for any company attempting or claiming to transact business under this act, or using the term stipulated premium in its policies, contracts, advertisements or literature, without having complied with the provisions hereof. Hence, it is unlawful for any company, doing an assessment business, to write stipulated premium policies without having complied with the provisions of said chapter 65, and if said company does not comply with the provisions of said chapter 65, then it is



prohibited from carrying on the business of assessment insurance. This is unquestionably true with reference to companies organized under the laws of this state.

The question still remains, whether the provisions of said chapter 65 applies to foreign companies? Section 14 of said chapter 65 provides the terms or conditions under which any corporation or association organized under the laws of any state for the purpose of insuring lives of persons on a stipulated premium plan, may be permitted to do business in this state under the provisions of this act. It cannot be supposed or contended for one moment, that the legislature ever intended that any company organized under the laws of another state, should be permitted to do business of a kind, or with less securities for the policies, than is required or demanded of companies organized under the laws of this state. Unless, then, the plan of business of a foreign insurance company is substantially the same as that referred to in said chapter 65, and the securities and reserve are accumulated as contemplated in said chapter 65, so as to make such company equally able to fulfill its contracts of insurance as a company organized under the laws of this state, I am clearly of the opinion such foreign company should not be permitted to do a stipulated premium business in this state.

Section 8 of said chapter 65 provides as follows: "All policies issued under the provisions of this act shall be valued as provided in section 1774 of the code, and the net value thereof shall be deposited with the auditor of state as therein provided." In order to determine the responsible and financial standing of any foreign company doing business in the state, it will be the duty of the auditor to have all policies issued by the said company valued as required by section 1774 of the code, and if such company does not show it has assets sufficient to meet the requirement of said section, then I am of the opinion that such company should not be permitted to continue business in this state. While the statute does not contemplate that the securities of a foreign insurance company shall be deposited with the auditor of this state, yet it does contemplate that the solvency of such company shall be tested by the same rules as are applied to a company or association organized under the laws of this state.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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APPROPRIATION FOR STATE UNIVERSITY—The taking effect of the code of 1897 did not annul the appropriation made for the university by chapter 76 of the laws of the Seventeenth General Assembly, and chapter 115 of the laws of the Twentieth General Assembly. Section 2643 of the code supersedes the former statutes, and the university cannot now claim the benefit of such former appropriation.

DES MOINES, IOWA, December 31, 1900.

*Hon. Frank F. Merriam, Auditor of State:*

DEAR SIR—Your request for my opinion upon the following questions was duly received. You call my attention to chapter 76 of the laws of the



Seventeenth General Assembly, and chapter 115 of the laws of the Twentieth General Assembly, making appropriations for the support of the state university, and state that under chapter 76, the first payment was made July 1878, and the last August 7, 1897, and under chapter 115 of the laws of the Twentieth General Assembly you say that the first payment of \$8,000 was in July, 1884, and last August 7, 1897. The points upon which you request my opinion are these:

*First.*—Was there at said date, October 1, 1897, any of said appropriation available, and is there at this time?

*Second.*—Did the taking effect of section 2643 of the new code appropriating for the support of the university, annul the appropriations referred to by said chapter 76 of the Seventeenth General Assembly, and chapter 115 of the laws of the Twentieth General Assembly?

The answer to the first question depends upon the conclusion reached in regard to the second.

It will be noticed that chapter 76 of the Seventeenth General Assembly appropriated \$20,000 annually to be paid in installments of \$5,000 each, the first installment of \$5,000 to be paid on the first day of July, 1878, and the same quarterly thereafter. While this is an appropriation of the sum of \$20,000 annually, the manner of the payment thereof makes it in effect an appropriation of \$5,000 quarterly for each quarter on the first day of July 1878, and each successive quarter beginning the first day of October, January and April of each year so long as the law shall remain in force.

It will be further noticed that chapter 115 of the laws of the Twentieth General Assembly makes an appropriation of \$8,000 which appropriation becomes available and hence due upon the taking effect of the act. The act was published and took effect April 4, 1884. It thereby becomes evident that there was due from the state treasury on the first of every April since 1884 up to to the time the code of 1897 took effect, the sum of \$8,000. These appropriations are for a fixed and definite sum. They are not for a sum named "or so much thereof as may be necessary," but they are absolute appropriations for the university in a definite and fixed sum, and so long as the law remains in force and effect, the appropriations become due at the times above specified.

The real question then is whether said acts have been repealed by the code, and if so, the effect of such repeal upon the unpaid appropriations, if any.

Section 49 of the code contains this provision: "All public and general statutes adopted prior to the present session of the general assembly, except acts appropriating money when the same has not been fully paid out, and all public and special acts the subjects whereof are herein revised or which are repugnant thereto, are repealed, subject to the limitations and exceptions hereinafter referred to."

This act being for the appropriation of money, any sum which could have been drawn prior to the adoption of the code would not be affected by reason of the exception above referred to, viz, "acts appropriating money when the same has not been fully paid out." There is no express provision repealing said acts, and the exception above referred to was evidently intended to authorize the payment of all money which had been appropriated

when the same had not been fully paid out. I do not think the taking effect of the code annulled the appropriations referred to in said chapter in the sense in which such language is ordinarily understood.

While there is no repeal in express language, yet it is evident to my mind that section 2643 of the code supercedes the former statutes, and I do not think the university could claim the benefit of section 2643 and the continued quarterly appropriation under chapter 76 of the acts of the Seventeenth General Assembly and an annual appropriation under chapter 115 of the Twentieth General assembly, but from and after the taking effect of the code such acts are merged unto section 2643, and thereafter such acts cease to be operative. They are, I think, without question, revised by the adoption of the code, and payments which would otherwise have become due under said acts by their terms on or after the first of October, 1897, must afterwards be drawn under the authority of said section 2643. But this does not, in my judgment, cut off the right of the university to receive all that was payable before October 1, 1897. Such unpaid portion of the appropriations comes clearly within the exception referred to in said section 49 of the code.

Now, applying these views to the case in hand: If payments were made for each quarter under the appropriation made in chapter 76 of the laws of the Seventeenth General Assembly, between the first day of July, 1878, and the first day of October, 1897, then I do not think any further payments should be made thereon. Under section 2643 of the code an annual appropriation of \$65,500 is made. That, presumably, is the amount the legislature intended the university should draw between the first day of October, 1897, and the first day of October, 1898, and I cannot think that the legislature intended that \$5,000 more should be drawn for the quarter commencing October 1, 1897, and ending December 31, 1897. If, however, no sum had been drawn for the quarter beginning July 1, 1897, and ending September 30, 1897, I am of the opinion that \$5,000 would be due to the university for such quarter. It follows that the appropriation under chapter 115 of the Twentieth General Assembly being payable, all on the fourth day of April, 1897, such appropriation, if not fully paid out, would be available, and requisition for that amount would be honored.

I regard section 2643 of the code as providing a new basis for appropriations for the support of the university, and it takes the place and stands in lieu of all previous acts making appropriation for the support of the university from and after October 1, 1887. But this does not cut off any sum which under the previous acts was properly payable before the first day of October. Any part, then, of the \$8,000 which was due on the fourth day of April, 1897, which has not yet been paid, should, in my judgment, be paid, and if any quarterly appropriation under chapter 76 of the Seventeenth General Assembly, which became due prior to October 1, 1897, has not been paid in full, I am fully satisfied you are authorized to draw a warrant therefor, but not for any sum which became due and payable on or after October 1, 1897.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

**BOARD OF CONTROL**—The board has authority to require a certificate to be furnished to the chief executive officer of the state institutions, except the penitentiaries, that the person who is to be received therein has not for seventeen days next preceding been exposed to smallpox, diphtheria or scarlet fever.

DES MOINES, IOWA, January 2, 1901.

*Board of Control of State Institutions:*

**GENTLEMEN**—Your favor of the 31st ult. at hand, in which you submit to me the following resolution:

“*Resolved*, That whenever any person shall be sent to any institution under the control of this board, except to either of the penitentiaries, from a locality where smallpox, diphtheria or scarlet fever is prevalent, at the time of the reception of the said person in the institution there shall be furnished to the chief executive officer so receiving said person a certificate that said person has not for seventeen days next preceding the time of sending, or commitment, been exposed to any of such diseases. And if in such cases no certificate is furnished, said chief executive officer shall refuse to receive said person into his institution. In any case, when said chief executive officer shall have good reason to believe that a person committed, or sent, to his institution has been thus exposed, it shall be his duty to require the certificate above mentioned before admitting him or her into the institution. The certificate above mentioned shall be made and signed by the board of health of the locality where such contagious disease exists and in insane cases certified to by the commissioners of insanity of the county.”

You desire my opinion as to whether or not the board of control has authority under the law to adopt such a rule as that contemplated in the resolution.

In regard thereto permit me to say that section 8 of chapter 118 of the laws of the Twenty-seventh General Assembly, contains the following: “The board of control shall have full power to manage, control and govern, subject only to the limitations contained in this act, the Soldiers’ Home,” etc.

Section 46 of said chapter contains this provision: “The board of control is authorized to make its own rules for the proper execution of its powers, and may require the performance of additional duties by the officers of the several institutions so as to fully enforce the requirements, intents and purposes of this enactment.”

It will be observed that the powers of the board of control to manage, control and govern the state institutions committed to its care are plenary, subject only to the limitations contained in said chapter 118. The trust imposed upon the board consists in more than looking after the safety, or feeding and clothing the inmates of the state institutions. It goes without saying that it is its duty, and one of the greatest importance, to look after the health and physical well being of the persons whom such institutions are intended to benefit. The health and life of the inmates of the insane hospitals, for instance, is of more importance than their actual confinement.

No management of such institutions could be considered good or capable which would ignore every reasonable precaution necessary for their health and to prevent the spreading of contagious diseases in such institutions. The legislature has given to the board full power in the matter, with full authority to make such rules and resolutions as shall best carry out the powers bestowed, and unless such powers are limited by said chapter 118, there can be no reasonable question that such a resolution is authorized. I find nothing whatsoever in said chapter 118 which limits the power of the board so as to preclude such a resolution being adopted.

It may be thought, however, by some, that the management, control and government of such institutions does not relate to determining who shall be admitted to such institutions, and it may be thought that the provisions of section 2266 of the code, relating to the admission to the insane hospitals, shall in all cases control. It is provided in said section 2266: "The sheriff shall execute the warrant and shall deliver a duplicate with a physician's certificate and finding to the superintendent, who shall over his official signature acknowledge such delivery on the original warrant, which the sheriff shall return to the clerk of the commissioners." This implies a duty on the part of the superintendent to receive the person thus delivered to him, and to treat such person in the insane hospital.

With reference to other institutions, similar provisions are found which, by inference, impose a like duty upon the managing officers of the different institutions. If we were to concede that the board of control act does not modify the duties imposed by fair inference upon the executive officers of such institutions, yet such language, being in general terms, has, from the necessities of the case, its limitations.

The supreme court of the United States has said: "All laws should receive a sensible construction. General terms should be so limited in their application as not to lead to injustice, oppression or absurd consequences. It will always, therefore, be presumed that the legislature intended exceptions to its language which would avoid results of this character."

If, then, the law by fair inference imposed the duty in general terms upon the superintendent of the insane hospital to receive and admit thereto all persons who were brought with a proper warrant from the commissioners of insanity, it must be presumed that the legislature intended exceptions when to so receive them would work injustice, oppression, or would be absurd. No greater injustice could be done to those wards of the state than to admit one inoculated with a contagious disease, or one actually having such disease. The hospitals for the insane being intended as a place for the treatment of those who may be benefited thereby, it could not be contemplated that the legislature intended one hopelessly insane should be received. If the hospital were crowded to its utmost capacity, it certainly would not be contemplated that the legislature intended to receive another one when the hospital had no facilities for caring for such a one.

This illustrates that there may be exceptions to general language, and from the necessities of the case there must ever be. I would have no hesitation in saying that the legislature never contemplated, even before the board of control act was passed, that the superintendent of an insane hospital should receive one into the hospital whose presence would be a menace to the life and health of those already confined therein. But the board of

control act gives to the board of control much more extended powers than were ever given to the superintendents and executive officers of the different state institutions prior thereto. The full power to manage, control and govern an institution cannot be said to exist if, against the judgment of the managing board, a discordant and unruly or a dangerous element may force an entrance therein. If the board has no power to close the doors of state institutions against a dangerous element which is a menace to the safety of the inmates of the state institutions, then its power to control is limited and is not a full power. It is limited then, by some provisions other than those contained in said chapter 118, but said section 8 gives it full power except as the same may be limited by the provisions of said chapter 118.

Another consideration: It is the beneficent purpose of the state, in providing state institutions, to restore to health, physically, mentally and morally, those unfortunates who become the wards of the state. Every provision of law with reference to such institution, is made to accomplish this end. The state, in confining its unfortunate wards within walls for their own good would be guilty of a crime against civilization if, while thus confined, it subjected them to inoculation from smallpox or other contagious diseases by bringing a person thus affected or inoculated into contact with them. Whatever lapse of legislation may be thought to exist with reference to such institutions, it is evident that the people of the state, through its legislature, never intended to commit such a crime, and if there were anything in the statute which seemed to impose upon the board the duty of receiving one affected say with smallpox as an inmate of a state institution, it must be conclusively presumed that the legislature intended such exemption in the general language as would not compel the perpetration of such a wrong, which is repulsive alike to common sense and the better sentiments of our natures.

I am clearly of the opinion that the board of control has full power to adopt and enforce the resolution above referred to.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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INSURANCE COMPANIES—Chapter 21 of the Acts of the Twenty-sixth General Assembly applies to every organization that was doing insurance business which claimed the right so to do under section 21, chapter 65, Acts of the Twenty-first General Assembly.

January 2, 1901.

*Hon. Frank F. Merriam, Auditor of State, Des Moines, Iowa:*

DEAR SIR—You submitted to me the following statement and inquiry:

"Section 1798 of the code makes some exemptions as to insurance organizations being required to comply with the provisions of chapter 7, title 9 of the code. Under this exemption it has been held by my predecessor in this office that such organizations as the Locomotive

Firemen, the Locomotive Engineers, and the Order of Railway Conductors, and some others which confine their membership wholly to one religious denomination, were exempt entirely from complying with any state law. I desire your opinion as to whether such organizations which have a lodge system, ritualistic form of work, and a representative form of government, and pay death and other benefits, should or should not be required to comply with the provisions of chapter 9, title IX of the code if they desire to operate in this state."

With reference to the ruling of your predecessor as stated by you, I will say that it was undoubtedly made before the enactment of chapter 21 of the acts of the Twenty-sixth General Assembly and prior to that time such ruling was undoubtedly correct. The enactment, however, of said chapter 21 put entirely a different phase upon the question. Said chapter 21 was undoubtedly for the purpose of placing under control of the state in the manner provided in the said act, all associations which had grown up under the exception made by section 21 of chapter 65 of the acts of the Twenty-first General Assembly.

Chapter 21 of the acts of the Twenty-sixth General Assembly now appears as chapter 9, title IX of the code, and section 21 of chapter 65 of the Twenty-first General Assembly now appears as section 1798 of the code. There is no inconsistency between said section 1798 and chapter 9 of title IX. I do not think there is room for a doubt that such beneficiary associations as are described in section 1822 of the code must comply with every provision made in said chapter 9, title IX of the code.

It will be noticed that said section 1798 does not provide that such associations shall not be amenable to any law, but it says: "Nothing in this chapter shall be construed to apply to any association organized solely for benevolent purposes and composed wholly of persons of any one occupation, guild, profession, or religious denomination, but any such society may by complying with the provisions hereof, become entitled to all the privileges thereof, in which event it shall be amenable to the provisions of this chapter so far as they are applicable." It only excepts such associations from the provisions of said chapter 7 of title IX of the code, and does not except them from the provisions of chapter 9 of title IX.

It would be to my mind, an absurd conclusion, that because certain insurance companies are excepted from the provisions of one chapter, that they become thereby excepted from the provisions of another chapter, which expressly includes them within its terms. I am of the opinion that such organizations "which have a lodge system, ritualistic form of work and a representative form of government, and pay death or other benefits, should be required to comply with the provisions of chapter 9, title IX of the code, if they desire to operate in this state."

In regard to whether or not there may be an association which comes within the terms of said section 1798, which may not be subject to the provisions of said chapter 9, title IX of the code, I do not now express any views, although it was originally contemplated, I think without doubt, that said chapter 21 of the acts of the Twenty-sixth General Assembly should apply to every organization that was doing insurance business, which claimed the



right so to do under said section 21 of chapter 65 of the acts of the Twenty-first General Assembly.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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BOARD OF CONTROL—It has no authority in law to furnish cut stone free, from the Anamosa penitentiary, for the public library at Anamosa.

January 4, 1901.

*Board of Control of State Institutions, Des Moines, Iowa:*

DEAR SIRs—Your inquiry with reference to whether the board of control had authority under the law to furnish cut stone free, from the Anamosa penitentiary for the library at Anamosa, I find has not been formally answered, although my views were stated to you personally.

I find no authority of law whatsoever, for complying with the request of the Daughters of the American Revolution to furnish stone or the labor of convicts for such purpose. In the absence of any authority given by statute, it is evident that the board may not comply with the request.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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BOARD OF CONTROL—(1) Said board is not authorized to receive a resident of the state who is less than five years of age or more than twenty-one years of age as a pupil in the school for the deaf at Council Bluffs. (2) A person properly received as a pupil in said institution, under the age of twenty-one years, may be retained in said school after he has attained that age, for the purpose of completing the prescribed course of study, or to pursue special studies.

January 4, 1901.

*Board of Control of State Institutions, Des Moines, Iowa:*

DEAR SIRs—Yours duly at hand in which you desire my opinion upon the following questions:

*First.*—“Whether any person who is less than five or more than twenty-one years of age, can be received as a pupil into the school for the deaf at Council Bluffs?”

*Second.*—“Whether a person properly received as a pupil may be retained in the school after he has attained the age of twenty-one years, for the purpose of completing the prescribed course of study, or to pursue special studies?”

The only provision of the statute which throws any light upon these questions is contained in section 2724 of the code. “Every resident of the state,



of school age and suitable capacity, who is deaf and dumb, or so deaf as to be unable to acquire an education in the common schools, shall be entitled to receive an education in the institution at the expense of the state, and non-residents similarly situated may be entitled to an education therein, upon the payment of forty dollars quarterly, in advance." Section 2723 provides that the trustees of the institution "shall appoint a superintendent, employ teachers and servants to do any other act or thing necessary and proper to be done to carry into effect the objects of the institution." All the powers of the board of trustees has been transferred to the board of control. The object of the institution is to give an education to the unfortunate who are deprived of hearing or speech, and I do not think the law should be construed so as to defeat the beneficent objects of the institution or limit them more than the language of the statute demands. The language quoted from section 2724 gives to every resident of the state of school age and suitable capacity, the right to receive an education in the institution at the expense of the state. That right attaches to a resident of school age. The right is to receive an education at the expense of the state. One a few months under twenty-one years of age cannot in that few months receive an education at the expense of the state, but the statute says he is entitled to receive it. It does not say that he is entitled to receive an education at the expense of the state provided he can complete his education by the time he is twenty-one years of age. Taking into consideration the object of the institution and the provision of section 2724, I am of the opinion that the board of control would not be authorized to receive a resident of the state who is less than five years of age nor more than twenty-one years of age, as a pupil in the institution. It must be presumed that in the judgment of the legislature one who was over twenty-one years of age could not be benefited in said institution to an extent commensurate with the cost of such education. While this may be a mistaken view, and the statute might be with great propriety enlarged so as to receive persons over twenty-one years of age, yet we must take the law as it is written.

In reply to the second inquiry, I will say the right to receive an education having attached to one between the ages of five and twenty-one years, he may be received in the institution, and at such institution is entitled to receive the education contemplated in said section, notwithstanding the fact that it may require years beyond the time that he attains his majority.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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BOARD OF CONTROL—The law of the state governs the question as to when minors cease to be such in relation to a parent pensioner residing at the soldiers' home.

January 4, 1901.

*Board of Control of State Institutions, Des Moines, Iowa:*

DEAR SIRs—Your favor came duly to hand requesting my "construction of our law in connection with the United States pension law, as to when a child ceases to be a minor." This is asked with reference to chapter 92 of

the laws of the Twenty-eighth General Assembly relating to the disposition of the pension money of members of the Iowa Soldiers' Home.

I presume the doubt has arisen because of the fact that the United States government allows a pension for minors under sixteen years of age. Section 3 of said chapter 92 is as follows: "All members of the home who are pensioners and have a wife or minor children, shall be required to deposit with the commandant at once upon receipt of his pension check, one half of his pension money, which shall be sent at once to said wife or minor children, unless the said wife is proven to be a woman of immoral character." This being the law of the state of Iowa, we cannot go to the statute of some other government to ascertain the meaning of the terms employed. That would not be permissible. The law of this state defines what is a minor, and to the law of this state alone we must look for its definition. All unmarried females under the age of eighteen are minors. All males under the age of twenty-one are also minors, and in applying said section 3, reference must be had to the law of this state alone.

But even if a different rule prevailed, there is nothing in the United States statute which defines a minor to be other and different from the law of this state. The fact that the United States government allows a pension for minors under sixteen years of age, does not change the meaning of the term minor as it is used in the statute of the United States. The enforcement of the provisions of section 3 in some cases may work a serious hardship, as in the case under which the inquiry arose. There may be cases continually arising where it is practically impossible to pay one half of the pension to the minor child of the member of the home. The law requires no impossible thing to be done. The spirit of the law is that dependent minors shall be entitled to receive one half of the pension of the members of the home. Where a minor is not dependent and has cut loose from all connection with his father and his residence is unknown, I do not think that the spirit of the statute would require one half of the pension money of a member of the home should be retained for an indefinite time for the purpose of carrying out the exact letter of the statute. But what should be done in each particular case must be determined by the wise discretion of the commandant and the board.

Yours respectfully,

MILTON REMLEY,  
*Attorney-General.*

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**BOARD OF SUPERVISORS**—It has no power to demand the keys of the recorder's office and take possession thereof by force.

**DEAR SIR**—I beg to acknowledge the receipt of the esteemed favor signed by yourself and Mr. Barr, chairman of your board of supervisors, asking my opinion as to what ought to be done in the conflict between the newly elected officers and those whose terms of office would have expired on the seventh day of January, 1901, except for the Titus amendment.

In reply, I will say that the board of supervisors has no power to demand the keys of the recorder's office and take possession thereof by force. The only way to test the right of the newly elected officers is by an action of

*quo warranto* in the court. The officers elected at the last general election should make a demand for the possession of the office after they have filed their bonds and qualified, and then the natural course would be an action of *quo warranto* to oust the incumbent. In as much, however, as such an action has been tried between two county attorneys in Washington county, and will be submitted to the supreme court at as early a day as possible for its decision thereon, as a test case, I would suggest that the necessity of bringing other actions in different counties can probably be avoided by waiting for the decision in the Washington county case. A decision in the Washington county case is expected to be handed down by the supreme court upon the second or third day of its session, and the delay to the new officers in taking possession of their offices, in case the court holds they are entitled to do so, will be slight. The old officers holding over and refusing to surrender their respective offices, are in my opinion officers *de facto* between the time of the expiration of their terms of office and the time when the newly elected officers assume their duties, and the business transacted by them is valid, and I do not see how loss or litigation can arise therefrom.

Yours very truly,

CHAS. W. MULLAN,  
*Attorney-General.*

*To Mr. A. P. Olsen, County Attorney, Leon, Iowa:*

January 9, 1901.

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SCHOOL FUND—Judgment rendered in favor of—While the law provides no method for the compromise of judgments rendered in favor of the school fund of the state, yet there are circumstances under which compromises of this kind are very desirable and may be made.

DEAR SIR—Your favor of the 14th inst. has been received. There is no method, so far as I know, provided by law for the compromise of judgments rendered in favor of the school fund of the state, but sometimes compromises of this kind are very desirable, and should be made, even though there is no direct provision of law therefor.

I would suggest this course of action: Have the auditor, treasurer, clerk, and the board of supervisors agree upon what they consider a fair compromise. Have the money paid to the auditor, and a resolution adopted by the board of supervisors directing him to cancel the judgment, and under such resolution he can satisfy the record in the clerk's office.

The money upon the judgment goes to the temporary school fund of your county, and it is a matter which should be adjusted by the officers of that county, and the mode of procedure which I suggested recommends itself to my mind, as being the best. Very truly yours,

CHAS. W. MULLAN,  
*Attorney-General.*

*To Mr. George A. Jeffers, Le Mars, Iowa:*

January 13, 1901.

**WARRANTS FOR PER DIEM AND MILEAGE FOR EX OFFICIO MEMBERS OF THE BOARD OF REGENTS OF STATE UNIVERSITY**—The auditor of state is authorized and empowered to draw warrants for their *per diem* and mileage the same as for other regents not drawing salaries from the state for the performance of the duties of another office.

DEAR SIR—Your favor of the 15th inst. is received, in which you say:

“Your opinion is requested on the following, are the above named officers, when acting in the capacity of regents or trustees, entitled to the compensation referred to in sections 2617 and 2618, and is the auditor of state authorized and empowered to draw warrants for their *per diem* and mileage, the same as for other regents and trustees not drawing salaries from the state of Iowa, as provided in section 1289 of the code?” (The officers referred to being the governor and superintendent of public instruction, both of whom are *ex officio* officers and members of the board of regents of the state university.)

Upon determining the question, I have made an examination of the history of the legislation in regard to the salary of the governor and superintendent of public instruction, as now fixed by law, and the compensation provided for regents of the state university, and submit the following opinion:

The Thirteenth General Assembly increased the governor's salary from \$2,000 to \$3,000 per annum. The act by which such increase was made went into effect on the fifteenth day of April, 1870. From that time to the present the salary of the governor has remained the same.

The governor and superintendent of public instruction were made members of the board of regents of the state university by the same legislature. The act by which they were made members of the board of regents provided: “The regents shall receive no compensation except for mileage in traveling to and from the meetings of the board; which shall be at the same rate, and computed in the same manner, as the mileage allowed to members of the general assembly,” etc.

This provision was embodied in the code of 1873, and remained the law until 1888, at which time the Twenty-second General Assembly increased the compensation of the trustees of state institutions and regents of the state university by providing, “that the trustees of state institutions, members of visiting committees of the hospitals for the insane, and regents of the state university, shall receive as their compensation four dollars (\$4.00) per day for each and every day actually employed in the discharge of their duties, and the actual and necessary expense incurred while so engaged; but in no case shall the amount allowed for expenses exceed five cents per mile by the nearest traveled route necessarily traveled in such business.”

Chapter 77 of the laws of the Twenty-second General Assembly, with some changes, was embodied in the code as section 2617 thereof.

The Sixteenth General Assembly repealed the act of the Thirteenth General Assembly whereby the governor and superintendent of public instruction were made members of the board of regents of the state university, and enacted chapter 147 of the laws of the Sixteenth General Assembly in lieu thereof. This chapter, with some slight changes, was embodied in the code as section 2635, which is the present law in relation thereto.

From this outline of the history of this legislation, it will be seen that the provisions of the legislature increasing the compensation of the members of the board of regents of the Iowa State University were made long after the governor's salary was increased to three thousand dollars (\$3,000.00) a year.

The governor and superintendent of public instruction are both by law made members of the board, and all provisions of the statute, including that by which the compensation of the members of the board of regents is fixed, applies to them, as it does to every other member of such board. The duties of the two offices held by them are separate and distinct, and different and distinct duties are required in each. It is a rule of law that is well settled that the statutory recognition, whether direct or indirect, of the right to hold separate offices, implies that the officer may have the salary or compensation attached to each.

*Collins v. United States*, 15 Court of Claims, 22.

*United States v. Saunders*, 120 U. S. 126.

*In re Conrad*, 15 Fed. Rep., 641.

*Landram v. United States*, 16 Court of Claims, 74.

*Hartson v. United States*, 21 Court of Claims, 451.

*State v. Harrison*, 116 Ind., 300.

*State v. Walker*, 97 Missouri, 162.

*Philadelphia v. Martin*, 125 Penn. State, 583.

*Crosman v. Nightingill*, 1 Nevada, 323.

*Preston v. United States*, 37 Fed. Rep., 417.

*Irwin v. United States*, 37 Fed. Rep., 470.

The legislature of our state, having provided that the governor and superintendent of public instruction shall be *ex officio* members of the board of regents of the state university, and perform the duties of such office, and having provided that all of the members of such board shall receive as compensation for their services four dollars (\$4.00) per day and expenses, such provision gives them the right to have paid to them the same compensation as is paid to the other members of such board, and under the rule of law above cited, they are entitled to take and receive the compensation paid.

The auditor of state is, therefore, in my opinion, authorized and empowered to draw warrants for their *per diem* and mileage, the same as for other regents of the university not drawing salaries from the state for the performance of the duties of another office.

CHAS. W. MULLAN,  
*Attorney-General.*

January 15, 1901.

*Hon. Frank F. Merriam, Auditor of State.*

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TRUSTEES OF IOWA AGRICULTURAL COLLEGE—Endowment fund—  
Loans made on account of—Loans may be made by the board of trustees, under section 2667, without being submitted to and approved by the executive council before being consummated.

DEAR SIR—I am in receipt of your favor of the 15th inst., in which you say:

“I am directed by the executive council of Iowa to request your opinion, in writing, as to whether loans made on account of the endowment funds of the Iowa Agricultural College, under the provisions of code, section 2667, should be submitted to and approved by the executive council, as are investments made under section 2666.”

Sections 2665, 2666 and 2667 of the code all refer to the endowment fund of the State College of Agriculture and Mechanic Arts and provide for the safe keeping and safe investment of such fund.

Section 2665 provides that the principal of such endowment fund must be paid to, and held by the treasurer of state, except when it is drawn out by the board of trustees for investment.

Section 2666 provides that the board of trustees shall manage and invest the endowment fund, which may be done in the bonds of the United States or this state, or in some other safe bonds yielding not less than five per cent interest on the par value thereof. Then follows the provision, “But the proposed investment shall be submitted to, and approved by the executive council, before being consummated.”

This provision was clearly intended by the legislature to apply to the investment of the endowment funds in bonds of the United States or of this state, or in some other safe bonds yielding not less than five per cent interest. That is to say, under the provisions of section 2666, the trustees are not allowed to invest the funds in the bonds named therein, without such proposed investment being first submitted to, and approved by the executive council.

Section 2667 provides that it (the board of trustees of the State College of Agriculture and Mechanic Arts) may loan the state funds; that is, the endowment fund of the college, upon approved real estate security, subject to the following regulations: Then follow the regulations adopted by the legislature for the control of the board of trustees in loaning such funds upon real estate security. Power is conferred by this section upon the board to loan the endowment fund of the college, upon the conditions, provisions and regulations expressed therein.

As the legislature did not see fit to provide that the loan of such funds upon approved real estate security should be submitted to, and approved by the executive council before the loan was consummated, the provision contained in section 2666, which was clearly intended by the legislature to relate to the investment in bonds only, cannot be extended to loans made upon real estate security, under the power conferred by section 2667.

Under this construction of the statute, I am clearly of the opinion that loans made by the board of trustees, under section 2667, do not have to be submitted to, and approved by the executive council before being consummated, as do loans made under the provisions of section 2666.

Respectfully submitted,

CHAS. M. MULLAN,  
*Attorney-General.*

January 16, 1901.

*To A. H. Davidson, Secretary Executive Council.*



**SCHOOL TOWNSHIPS—Independent districts—Consolidation of—**  
Under such consolidation the township or district whose boundaries are so extended becomes by operation of law the school township or district, having entire control for school purposes over the territory within the boundaries as extended.

DEAR SIR—I am in receipt of your favor of the the 14th inst., in which you say:

“Your official opinion is requested on the following question:

“Chapter 89 of the acts of the Twenty-seventh General Assembly provides that ‘the boundaries of a school township or independent district may in the same manner be extended to the line between civil townships, even though by such change one of the districts shall be included within and consolidated with the other as a single district.’

“By this provision, is authority given the board of directors of an independent district to abandon its school organization by uniting its territory with that of the school township? If so, does the school township have the same authority?”

The language of section 1 of chapter 89 of the acts of the Twenty-seventh General Assembly does not very clearly express the meaning and intent of the legislature, but the construction which must be put upon this language is, that a school township or an independent district may, by the concurrence of the boards of directors of each, extend the boundaries of either so as to embrace and include the school township or independent district whose boundaries are not extended. That is to say, an independent district located in a school township may, by the concurrence of the board of the independent district and the board of the school township, so extend the boundaries of the independent district that it will take in and include the school township; or the school township may, in like manner, with the concurrence of the two boards, extend its boundaries so as to take in and include the independent district.

Whenever the boundaries of either the school township or independent district are thus extended, the district whose boundaries are not extended is by operation of law consolidated with the district whose boundaries are extended, and ceases to exist as a school district or a school township, and the township or district whose boundaries are so extended becomes by operation of law the school township or district having entire control for school purposes over the territory within the boundaries as extended.

The object of the legislature in enacting chapter 89 of the laws of the Twenty-seventh General Assembly, was to permit the consolidation of school townships and independent districts for the purpose of enlarging the same, and to enable them to carry out the plan of central schoolhouses, to which the pupils are brought and returned home at the expense of the district. And such construction should, in my opinion, be given to the language of that chapter as will enable such plan to be put in successful operation.

CHAS. W. MULLAN,  
*Attorney-General.*

January 17, 1901.

*To Hon. R. C. Barrett, Superintendent Public Instruction.*



**RURAL INDEPENDENT DISTRICT—How formed—**The phrase “independent districts,” as used in section 2799, is a generic term, and includes and is applicable to all independent school districts in the state, whether known as independent districts or rural independent districts. Rural independent districts may unite, consolidate, and form a single rural independent district under the provisions in the above section.

**DEAR SIR—**I am in receipt of your favor of the 14th inst., in which you say:

“Your official opinion is requested on the following question:

“Section 2799 provides that independent districts located contiguous to each other may unite and form one and a single independent district. May rural districts located in the same manner unite and form a single rural independent district?”

The meaning of section 2799 is not very clear, and a short statement as to the history of its adoption by the legislature will materially aid in ascertaining its true meaning and intent.

Section 1716 of the code of 1873, which was compiled from chapter 172 of the laws of the Ninth General Assembly, and chapter 33 of the laws of the Eleventh General Assembly, made two classes of school corporations—the “district township” and the “independent district.”

These continued to be the only class of school corporations until section 2744 of the code was enacted.

Chapter 9 of title XII of the code of 1873 authorized the erection and creation of independent districts in cities and towns and contiguous territory, of school townships, and of subdistricts in district townships. All were governed by the law applicable to independent districts, and practically stood upon the same footing.

Sections 1800, 1814, 1815 and 1819, code of 1873, section 1819 being as follows:

“Districts organized under the provisions of the preceding four sections shall be governed and treated in every respect as provided by the law creating independent districts.”

Section 1811 of the code of 1873 provides, “independent districts located contiguous to each other may unite and form one and the same independent district, in the same manner,” etc.

Then follow the provisions as to the mode of uniting independent districts. This law clearly applied to all independent districts, whether cities, towns, townships or subdistricts, which had been erected into independent districts under the provision of law.

Under the provisions of chapter 9, independent districts, whether including cities, towns, or rural territory, could consolidate and form one independent district.

Section 1811 of the code of 1873 was re-enacted as section 2799 of the present code, with but slight changes in its language. The words “or if there be not ten, then a majority of such voters” was interpolated in the fourth and fifth lines of the section, as re-enacted; and the words “including cities and towns” was added to the section.

These additions to section 1811 indicate that it was the intention of the legislature to make section 2799 apply to all independent school districts.

Any independent district which comprised a city or town which had more than ten legal voters residing within its territory, and if section 2799 had been by the legislature intended to apply only to urban independent districts, then the words which were interpolated in the section, viz: "or if there be not ten, then a majority of such voters," would be without force; and the words "including cities and towns," which were added to section 1811, clearly indicate that the provisions of section 2799 were intended to apply to rural districts, as well as to independent districts in cities and towns.

In my opinion the phrase "independent districts," as used in section 2799, is a generic term, and includes and is applicable to all independent school districts in the state, whether known as independent districts or rural independent districts.

This being true, rural independent districts may unite, consolidate and form a single rural independent district, by the method provided in section 2799 of the code. Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

January 19, 1901.

*To the Hon. R. C. Barrett, Superintendent Public Instruction.*

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MULCT SALOONS—Statement of general consent for—Witness to signature—(1) Signatures to the petition, which are not witnessed by some one other than the signer thereof, should not be counted. (2) Withdrawal of signature—When names have been withdrawn from the petition by a written statement filed with the county auditor, such names cannot afterwards be restored to said petition by a subsequent written statement of such persons.

DEAR SIR—Your favor of the 18th inst., asking my opinion,

*First.*—"Can a person who signs a statement of general consent for mulct saloons, under chapter 6, title 12 of the code, witness the signing of his own name thereto?"

*Second.*—"Where signers to a petition of consent have withdrawn their names therefrom by a written statement filed with the board of supervisors, can they afterwards withdraw such written statement and have their names counted upon the petition?"

I am very clear upon the first proposition, that a person signing a petition of general consent for mulct saloons, under chapter 6, title 12 of the code, cannot sign his own name as a witness to his signature.

The purpose and object of section 2452 of the code was to prevent the forgery of names upon petitions of consent, or names being attached thereto by fraud, and absolutely require that every signature upon such petition should be personally witnessed by some reputable person who was present at the time of, and saw the name signed to the petition.

It would certainly be contrary to all rules of law relating to the witnessing of signatures to written instruments, to say that anyone signing a written instrument might be a witness to his own signature, where such a witness is required by law.

Under this view of the law of the case, the signatures to the petition, which are not witnessed by some other than the signer thereof, should not be counted, under the provisions of section 2452.

The second question is not so easy of solution. So far as I know there has been no adjudication of the question, and the true interpretation of the statute can only be arrived at upon the general principles governing statutory construction,

It is of course true, that anyone signing a petition of consent for mulct saloons has the absolute right to withdraw his name from such petition by a written statement of consent filed with the auditor of the county, before action is taken upon such petition.

When such a statement is filed, the petition, and every subsequent action thereon by the board, is as though the name of the person who has withdrawn his consent by such statement, was never signed to the petition. By such statement his name is, in effect, expunged and stricken from the petition.

While it is true, as is said in *Green v. Smith*, 82 N. W. Rep., 448, that the board has only to deal with the petition as it comes to it, and that any person that has signed such petition can withdraw his name therefrom before action by the board, I am of the opinion that under section 2452, which provides that "no name shall be counted that was not signed within thirty days prior to the filing of said statement of consent" limits the time in which names can be signed to a statement of general consent between the time of the filing thereof with the auditor and thirty days prior thereto; that is, that no name can be counted upon such statement of general consent which was not signed thereto within thirty days prior to the time such statement was filed with the auditor.

If a statement filed with the auditor withdrawing names from a petition of consent has the effect of striking such names from the petition, then a subsequent statement by which such names were sought to be replaced upon such petition, and the consent of the persons signing such subsequent statement thereby given for the sale of intoxicating liquors, under the provisions of what is known as the mulct law, such action would be, in effect, the attaching of new names to the petition of consent after it had been filed with the auditor.

The provision of section 2452 above quoted, in my opinion, prohibits the attaching of any names to a petition of consent after the same is filed with the auditor.

Every signature attached to the statement of consent is required to be witnessed by some reputable person, and this provision of law would not be complied with by the attaching or reattaching of names to such statement of consent by a subsequent written statement filed with the county auditor asking that the names of the signers thereof be counted upon such petition of consent, after they had been previously withdrawn therefrom. Such action would, in effect, be the attaching of signatures to the statement of consent in another and different manner than that provided by law.

In view of these facts, my conclusion is, that when names have been withdrawn from a petition of consent by a written statement filed with the county auditor before action by the board of supervisors, that such names cannot be afterwards restored to the petition and counted by the board under any subsequent written statement of the persons whose names have been withdrawn; and that the petition must go to the board of supervisors, and they must act thereon as though such names had never been attached to the petition of consent. Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

January 21, 1901.

*To the Hon. N. J. Lee, County Attorney, Estherville, Iowa.*

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### CITIES AND TOWNS—Election of officers thereof—Plan of change to be pursued by towns changing from such to cities of the second class.

DEAR SIR—I beg to acknowledge the receipt of your favor of the 21st inst., asking my opinion in regard to the course to be pursued by towns, which under the census of 1900 are eligible to become cities of the second class, in organizing into cities and electing the officers thereof.

I desire to preface my opinion hereafter given you with this statement: The attorney-general is not by law made the legal adviser of the mayor and officers of cities and towns; neither is the executive council of the state of Iowa. The mayor and officers of a town eligible to become a city of the second class should submit these questions to its solicitor instead of to the attorney general, through your office. Inasmuch, however, as you have requested my opinion, it is respectfully submitted.

The notice given by the executive council to such towns as are, by the census of 1900 eligible to become cities of the second class, having been given in accordance with the provisions of section 639 of the code, the town council, upon receipt thereof, should meet and enact an ordinance whereby the town is declared a city of the second class, and providing the framework of its government.

This ordinance should provide for the election of the officers of the city, their duties, compensation, and provide for the perfecting of the organization of the town into a city of the second class. All of the assets of the town and property belonging to it, by operation of law then becomes the property of the city. Wards should be created and their boundaries defined.

Notice should then be given by the mayor and recorder, that at the regular municipal election to be held on the last Monday in March the officers of the city will be elected, and such notice should state where the polling places of such election will be located.

The election should be conducted in the manner provided by law for general elections, and every qualified elector who is a resident of the city or town at the time of the election and has been a resident of the precinct ten days prior thereto, is entitled to vote at such election.

There should be elected at such election, and biennially thereafter, a mayor, solicitor, treasurer, and assessor, who will hold their respective offices for the term of two years, and until their successors are elected and qualified. Two councilmen should also be elected from each ward, who shall determine by lot the length of their respective terms of office, and one shall hold office for one year and the other for two years after such election. Thereafter, one councilman shall be elected from each ward, who shall serve two years.

All of the old officers of the town go out of office upon the new organization being perfected, and the new officers take their places and the control of the government of the city under the new organization.

Sections 639 to 648 point out specifically the method to be followed in making the change from a town to a city of the second class, and if careful attention is given to the provisions of these sections, no mistake will be made.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

January 23, 1901.

*To Hon. A. H. Davidson, Secretary Executive Council.*

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**SCHOOL DIRECTORS—Discretion of—**It is a well settled rule of law that where a discretion is vested in a board or person, there is no power to compel the exercise of such discretion. If the board refuses to make an order for the withholding of money by the treasurer for the purchase of books for library purposes, it is doubtful whether there is any authority to compel the board to act in the premises.

**DEAR SIR—**In my letter to Anna White, your county superintendent, I think I said to her that if a request came to me through you, as county attorney, the law required me to give an opinion.

Such statement in my letter, however, was through inadvertence, as the law does not make it my duty to render opinions upon questions referred to me by county attorneys, and it is a rule of this office that the attorney-general will not give an opinion where he is not required by law to do so. However, as I wrote your county superintendent that I would give an opinion if the request came through you, as county attorney, I will, in this instance, waive the rule and answer the questions asked by you in your letter.

Section 1 of chapter 110 of the acts of the Twenty-eighth General Assembly is not very clear or concise in its language.

It provides that the treasurer of each school township, and each rural independent district in the state, shall withhold annually from the money received from the appointment of the several school districts, not less than five, nor more than fifteen cents, *as may be ordered by the board*, for each person of school age residing in each school corporation, etc., etc., for the purchase of books, as provided therein. And when ordered by the board of directors, the provisions of section 1 shall apply to any independent district.

This section, by its provisions, vests in the board of directors of the school township or school district, the right, in its discretion, to fix the amount of money which shall be withheld annually by the treasurer, for library purposes, within the limit named in the section.

The money in the hands of the treasurer of the school township or school district, can only be paid out upon the order of the board of directors, and he has no authority to withhold any part of the money in his hands, or to pay it out for any purpose whatever, except on the order of the board.

If the board refuses to make the order upon the treasurer to withhold money, and the president and secretary refuses to sign an order for its payment for library purposes, I doubt if there is any power to compel it to do so, as it appears by the language of the act, that it was the intention of the legislature to vest in the board the discretion to have the money withheld and used for library purposes as in its judgment is deemed advisable.

That is, the board, in its discretion, may order not less than five or more than fifteen cents for each person residing in the school district or school township, to be withheld by the treasurer from the money received from the apportionment, for library purposes, and paid out for that purpose on its order.

It is a well settled rule of law, that where a discretion is vested in any board or person, there is no power to compel the exercise of such discretion. This being true, if the board refuses to make the order for the withholding of the money by the treasurer, or its payment by the treasurer for the purchase of books for library purposes, I doubt if there is any authority which can compel the board to act in the premises.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

January 23, 1901.

*To Hon. Arthur G. Jordan, County Attorney, Fairfield, Iowa.*

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**BANKS—Savings—Articles of incorporation—**The articles of a certain bank having been submitted for approval, are examined and approved.

DEAR SIR—I have examined the articles of incorporation of the Citizen's Savings Bank of Lester, Iowa, and have given particular attention to the provisions of article 3 thereof.

It is a general rule in the organization of corporations for pecuniary profit, that its charter or articles of incorporation may provide that it can commence the transaction of its business when a portion of its authorized-capital stock has been subscribed and paid in.

The statute of Iowa providing for the organization of savings banks does not make any change in this general rule as to the organization of corporations for pecuniary profit.

Section 1842 provides that the articles must name the amount of the capital.

Section 1843 provides that the paid up capital of any savings bank shall not be less than ten thousand dollars (\$10,000) in cities, towns or villages having a population of ten thousand or less.



Section 1853 provides "the capital stock of savings banks shall be divided into shares of one hundred dollars (\$100) each, issued or acquired only upon full payment of the sums represented by them."

Section 1856 provides that the capital stock of savings banks may be increased by an affirmative vote of two-thirds of the shares thereof at the stockholders' meeting, called as provided in the section.

Under these provisions of the statute relating to the organization and conduct of savings banks, I see no objection to making the authorized capital stock of the savings bank twenty-five thousand dollars (\$25,000), and permitting it to commence to transact business when twelve thousand dollars (\$12,000) of that stock has been subscribed and fully paid.

I think such a provision is in harmony with the statute, and that article 3 of the articles of incorporation submitted, is not objectionable upon that ground.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

January 26, 1901.

*To Hon. Frank F. Merriam, Auditor of State.*

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DEPARTMENT OF AGRICULTURE—Use of funds—Its board has no power or authority in law to expend any part of its fund for the purpose of maintaining an exhibit of Iowa products at the Pan-American Exposition, to be held at Buffalo, N. Y.

DEAR SIR—Upon a careful examination of chapter 58 of the laws of the Twenty-eighth General Assembly, by which the department of agriculture was organized, and which confers the powers and prescribed the duties of its officers, I find no authority for the board to use any part of the funds in its treasury for the purpose of making an exhibition of agricultural products of the state at the Pan-American Exposition to be held at Buffalo, N. Y.

Section 6 of the act confers upon the board the general supervision of the several branches, bureaus and officers embraced in the department of agriculture, and imposes upon the board the duty of looking after and promoting the interest of agriculture, agricultural education, animal and other industries throughout the state; of investigating all subjects relating to improved methods, appliances, machinery, and the diversification of crops and products, also the investigation of the prevalence of contagious diseases among domestic animals, of destructive insects and fungi in grain, grasses and other plants; of the adulteration of foods, etc., and of reporting the results of such investigations with recommendations as to remedial measures for the prevention of damage resulting therefrom.

These powers and duties are broad and general in their nature, and should be liberally construed. It cannot, however, be said that an exhibition of agricultural products of the state at the Pan-American Exposition falls within any of the powers conferred upon the board, giving the statute the most liberal construction of which its language is susceptible.



This section, by its provisions, vests in the board of directors of the school township or school district, the right, in its discretion, to fix the amount of money which shall be withheld annually by the treasurer, for library purposes, within the limit named in the section.

The money in the hands of the treasurer of the school township or school district, can only be paid out upon the order of the board of directors, and he has no authority to withhold any part of the money in his hands, or to pay it out for any purpose whatever, except on the order of the board.

If the board refuses to make the order upon the treasurer to withhold money, and the president and secretary refuses to sign an order for its payment for library purposes, I doubt if there is any power to compel it to do so, as it appears by the language of the act, that it was the intention of the legislature to vest in the board the discretion to have the money withheld and used for library purposes as in its judgment is deemed advisable.

That is, the board, in its discretion, may order not less than five or more than fifteen cents for each person residing in the school district or school township, to be withheld by the treasurer from the money received from the apportionment, for library purposes, and paid out for that purpose on its order.

It is a well settled rule of law, that where a discretion is vested in any board or person, there is no power to compel the exercise of such discretion. This being true, if the board refuses to make the order for the withholding of the money by the treasurer, or its payment by the treasurer for the purchase of books for library purposes, I doubt if there is any authority which can compel the board to act in the premises.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

January 23, 1901.

*To Hon. Arthur G. Jordan, County Attorney, Fairfield, Iowa.*

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**BANKS—Savings—Articles of incorporation—**The articles of a certain bank having been submitted for approval, are examined and approved.

DEAR SIR—I have examined the articles of incorporation of the Citizen's Savings Bank of Lester, Iowa, and have given particular attention to the provisions of article 3 thereof.

It is a general rule in the organization of corporations for pecuniary profit, that its charter or articles of incorporation may provide that it can commence the transaction of its business when a portion of its authorized-capital stock has been subscribed and paid in.

The statute of Iowa providing for the organization of savings banks does not make any change in this general rule as to the organization of corporations for pecuniary profit.

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Section 1856 provides that the capital stock of savings banks may be increased by an affirmative vote of two-thirds of the shares thereof at the stockholders' meeting, called as provided in the section.

Under these provisions of the statute relating to the organization and conduct of savings banks, I see no objection to making the authorized capital stock of the savings bank twenty-five thousand dollars (\$25,000), and permitting it to commence to transact business when twelve thousand dollars (\$12,000) of that stock has been subscribed and fully paid.

I think such a provision is in harmony with the statute, and that article 3 of the articles of incorporation submitted, is not objectionable upon that ground.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

January 26, 1901.

To Hon. Frank F. Merriam, Auditor of State.

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DEPARTMENT OF AGRICULTURE—Use of funds—Its board has no power or authority in law to expend any part of its fund for the purpose of maintaining an exhibit of Iowa products at the Pan-American Exposition, to be held at Buffalo, N. Y.

DEAR SIR—Upon a careful examination of chapter 58 of the laws of the Twenty-eighth General Assembly, by which the department of agriculture was organized, and which confers the powers and prescribed the duties of its officers, I find no authority for the board to use any part of the funds in its treasury for the purpose of making an exhibition of agricultural products of the state at the Pan-American Exposition to be held at Buffalo, N. Y.

Section 6 of the act confers upon the board the general supervision of the several branches, bureaus and officers embraced in the department of agriculture, and imposes upon the board the duty of looking after and promoting the interest of agriculture, agricultural education, animal and other industries throughout the state; of investigating all subjects relating to improved methods, appliances, machinery, and the diversification of crops and products, also the investigation of the prevalence of contagious diseases among domestic animals, of destructive insects and fungi in grain, grasses and other plants; of the adulteration of foods, etc., and of reporting the results of such investigations with recommendations as to remedial measures for the prevention of damage resulting therefrom.

These powers and duties are broad and general in their nature, and should be liberally construed. It cannot, however, be said that an exhibition of agricultural products of the state at the Pan-American Exposition falls within any of the powers conferred upon the board, giving the statute the most liberal construction of which its language is susceptible.

The use of the funds of the agricultural department for the purpose suggested, would open the door for their use for many purposes not named in the statute.

It might be thought advisable for the board to appoint a commission to visit Europe or South America, for the purpose of investigating the latest approved agricultural methods in either of those countries, or to make an exhibition of agricultural products in a foreign country, and to appropriate the money of the department for the payment of the expenses connected with such investigation or exhibit.

And it could be claimed with equal reason that such commission or exhibition in a foreign country, would be in the interest of Iowa agriculture.

I am clear that the powers of the board to expend the funds of the department do not permit the expenditure for either of the purposes named, as such expenditure would be wholly outside of, and beyond those contemplated by the legislature when the department was created, and the powers of the board defined.

I am therefore of the opinion that the board of the department of agriculture, however much it might be desirable, has no power or authority in law for the expenditure of any part of its funds for the purpose of maintaining an exhibit of Iowa products at the Pan-American Exposition to be held at Buffalo, N. Y.      Respectfully submitted;

CHAS. W. MULLAN,  
*Attorney-General.*

January 29, 1901.

*To Hon. S. B. Packard, Marshalltown, Iowa.*

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BOARD OF SCHOOL DIRECTORS—(1) Under section 2801 of the code, the school board of a township is authorized to reduce the number of school districts within the township. (2) It may provide that there shall be no subdistricts, and that the schools of the corporation shall be governed by a board of three directors chosen from the township at large.

DEAR SIR—Your favor of January 14th is received, in which you request my opinion upon the following questions, viz:

“Does the board have authority to reduce the number of subdistricts?”

“May it provide that there shall be no subdistricts, and that the schools of the corporation shall be governed by a board of three directors chosen from the township at large?”

Section 2801 of the code provides:

“The board of any school township may, by a vote of a majority of all the members thereof, at the regular meeting in September, or at any special meeting called thereafter for that purpose, divide the school township into sub-districts, such as justice, equity and the interests of the people require, and may make such alterations of the boundaries of sub-districts heretofore formed as may be deemed necessary.”

Then follow provisions in relation to the boundaries of such districts and of subsequent alterations thereof being leg.bly and distinctly designated upon the plat, etc.

This section gives to the board full power to establish sub-districts within the township, to alter or change their boundaries, as shall be deemed to the best interest of the people, and to discontinue any district or districts within the township, in the discretion of the board.

The section is a re-enactment, in all of its material parts, of section 1796 of the code of 1873, which was construed by the supreme court in *Morgan v. Wilfley et al.*, 70 Iowa, 338.

Judge Beck, in delivering the opinion in that case, said:

“While the redistricting and the organization of a new district are to be regarded as valid, having been approved by the county superintendent, it cannot be held that the district board may not, in the exercise of its discretion, change the sub-districts and dispense with the new sub-districts in a lawful manner, if in the exercise of its lawful discretion the board finds it to the best interest of all the parts of the district. The new district is not to be regarded as a permanent thing, which the board, or any subsequent board cannot change, for sufficient cause. The power to redistrict and change sub-districts, as conferred upon the board by the statute, and action in that direction, if sufficient cause, cannot be regarded as unauthorized.”

It follows as a logical sequence, that if authority is given the board of directors by section 2801 to discontinue any sub-district within the school township, it may, if the best interest of the people demand such action, discontinue all, and restore the territory to a school township.

If this is done by the board, then the provisions of the statute for the government of school townships will at once become applicable to the changed conditions, and the territory within its boundaries will be governed by the provisions of statute relating to the government of school townships, as though the same had not been previously sub-divided.

Section 2752 of the code provides:

“When a school township is not divided into sub-districts, a board of three directors shall be elected at large, on the second Monday in March, by all the voters of the school township.”

After the sub-districts have been discontinued, the township is, of course, no longer divided into sub-districts, and necessarily falls within the provisions of section 2752, and its affairs should be controlled by a board of three directors, as therein provided.

Under this construction of section 2801, I am of the opinion that the school board of a school township has the authority to reduce the number of school districts within the township.

*Second.*—That it may provide that there shall be no sub-districts, and that the schools of the corporation shall be governed by a board of three directors, chosen from the township at large.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

January 31, 1901.

To Hon. R. C. Barrett, Superintendent Public Instruction.

**BOARD OF SUPERVISORS—Power of to contract with private hospital for the care of insane—A contract by said board with a private hospital for the care of the insane who are county charges, for a period of ten years, is against public policy and absolutely void.**

DEAR SIR—I beg to acknowledge the receipt of your favor of the 26th inst., in which you ask an opinion as to the right of a board of supervisors to make a contract with a private hospital for the care of the insane which are a county charge, for a term of ten years.

Upon this question I submit the following opinion:

The question is one of some difficulty, and perhaps its true solution can only be reached by determining the principles upon which the power of boards of supervisors of counties are based.

A county organization is created almost exclusively with a view of the policy of the state at large, for purposes of political organization and civil administration, in matters of finance, education, of provision for the power of military organization, of the means of travel and transport, and especially for the general administration of justice.

With scarcely an exception, all the powers and functions of a county organization are for the direct and exclusive reference to the general policy of the state, and are in fact but a branch of the general administration of that policy.

They possess such powers as have been conferred by the constitution and legislative department of the state. Such powers are of a public nature, and should be exercised in such manner as will best promote the interest and advance the welfare of the people.

The right to exercise the power so conferred by the state is lodged almost wholly in the board of supervisors, and under the statute, the duty is imposed upon them to make proper provision for the care, custody and support of the poor and insane of the county, who are public charges.

In making such provision, however, they must act within the scope of the authority conferred by the state, and if they attempt to go beyond that and enter into any contract which is contrary to public policy, such contract is invalid, and cannot be enforced.

Section 410 of the code provides for the election of the members of the board of supervisors, and that their term of office shall be three years.

Section 415 of the code provides:

“The board of supervisors at its first meeting in each year, shall organize, by choosing one of its members as chairman, who shall preside at all its meetings during the year.”

The membership of the board, and its organization, would therefore be changed many times during the existence of such a contract, and the question presented is: Can a board of supervisors make a contract which shall take away from the newly elected members, and the board as annually organized, the control over affairs which has been vested in it by the state as part of the governmental powers.

In *Milliken v. County of Edgar*, 142 Ill., 528, it is said:

“At the time the contract was attempted to be made, the members of the board of supervisors were elected annually. Each member held his

office for the term of year and no longer. The board was clothed with authority to levy taxes to raise funds to support paupers, or this power was acquired to be exercised annually. In view of these provisions of the statute, it would be unreasonable construction of the statute relied upon to hold that the legislature intended to clothe the board with authority to enter into a contract with the keeper of the poorhouse to run for the term of three years."

In *Board of Commissioners v. Taylor*, 123 Ind., 148, it is said:

"We note, as a matter of law, \* \* \* that the membership of the board will be changed as many as three times from the date of the employment to the expiration of the term of service, unless some of its members are re-elected, and in that case the term of office will be different.

"Unless some of the members are re-elected there must be an entire change in the membership of the board between the date of the employment and the expiration of the time covered by the contract.

"This contract deprives the board, as re-organized from year to year, of the right to employ its attorneys for the next following year."

In *Sheldon v. Board of Commissioners*, 48 Kan., 356, it is said:

"If the board of county commissioners of a county could tie the hands of a subsequent board in designating the official newspaper, and in contracting for county printing, it might tie the hands of subsequent boards for several years. At least for what would be a reasonable time; and it would be difficult to determine what, under all of the circumstances of the case, would be a reasonable time. It follows logically that a board of commissioners of a county must be limited to one year, or until the body is dissolved, or else its power is unlimited in this respect."

The opinion announced in *Sheldon v. Commissioners*, was reaffirmed in *Commissioners v. Smith*, 50 Kan., 350. The same principle of law is laid down in *State v. Layton*, 28 New Jersey Law, 244.

The same principle is recognized in *State v. Planter*, 43 Iowa, 140, and *Adams*, justice, in delivering the opinion in that case, said:

"As the statute provides that the steward may be removed at the pleasure of the board, the defendant was of course removable, unless the board had deprived themselves of that power by the said contract which they had made with him; but we are of the opinion that a board of supervisors cannot contract with a favorite appointee for such a time and salary as they may see fit, so as to deprive subsequent boards, or even themselves, of all control over the matter."

The taxes necessary to be levied in a county for the support of the poor and insane, are required by statute to be levied annually, and the board of supervisors must make such levy upon the estimated cost of the care of the poor and insane for the ensuing year, and it certainly would be against public policy to permit a board of supervisors to make a contract for the support of its insane and poor which would leave nothing to its successors except the levy of the tax to raise the money necessary to carry out such contract.

The board of supervisors as it is annually organized, must, in my opinion, be absolutely free to exercise the governmental powers which have been conferred upon it by the state; and such freedom cannot be abridged by any contract, the effect of which is to take from the newly-elected and newly-organized board the right to exercise such powers.



In *Burkhead v. Independent District of Independence*, 107 Iowa, 29, it was held that the board of directors of an independent school district did not have the power to enter into a contract for the employment of a superintendent of schools for a term of five years, although such contract is not expressly limited by statute. This decision is in harmony with those of Illinois, Indiana and Ohio, and is founded upon reason and sound principles of law.

Under the principles of law enunciated in the cases referred to, I am clearly of the opinion that a contract by a board of supervisors with a private hospital for the care of the insane who are county charges for a period of ten years, is, for the reasons stated, against public policy, and absolutely void.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

February 1, 1901.

*To Hon. W. H. Killpack, Council Bluffs, Iowa.*

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SECRETARY OF STATE—Power of to refund part of fee charged for filing amended articles of incorporation—Under the facts herein stated the secretary of state cannot refund a part of such filing fee already paid.

DEAR SIR—I beg to acknowledge receipt of your favor of the 1st inst., asking my opinion as to whether you can refund to the Working Men's Building and Loan Association of Missouri Valley, Iowa, any part of the fee of \$314 paid by it for the filing of its amended articles of incorporation, on the 24th day of August, 1900?

Section 1891 of the code requires building and loan associations to become incorporated under the general incorporation laws of the state.

Section 1618 provides that such corporations may endure for a term not exceeding twenty years, and the amendment thereto—chapter 56 of the laws of the Twenty-eighth General Assembly—provides that upon the renewal of such corporation, and the filing with the secretary of state of its articles of incorporation by which the renewal is made, it shall pay a fee of twenty-five dollars, and an additional fee of one dollar for all shares of stock in excess of ten thousand dollars, the entire fee in no event to exceed two thousand dollars.

And upon the filing of its amended articles of incorporation, as provided therein, the secretary of state shall issue a proper certificate for the renewal of the corporation.

The act of the Working Men's Building and Loan Association, in filing in the office of the secretary of state its articles of incorporation, which were approved by the executive council July 9, 1900, was in effect a renewal of the corporation, which extended the time of its existence twenty years from July 9, 1900.

By so doing it became liable to pay the fees required to be paid the secretary of state, under chapter 56 of the laws of the Twenty-eighth General Assembly, and having complied with this requirement of law by the pay-



ment of the fees provided for in said chapter, it is, in my opinion, not entitled to have repaid to it any portion of such fee.

From July 9, 1900, to the present time, it has been transacting its business under its amended articles of incorporation, which renew the time of its existence, and it cannot now, in my judgment, by any amendment which it may make in reducing the time which such corporation shall endure under its articles of incorporation, alter or change its liability to pay the fees which were required when its articles were approved July 9, 1900.

I am therefore of the opinion that no portion of the fee paid by the Working Men's Building and Loan Association of Missouri Valley, Iowa, can, under the circumstances, be repaid or refunded to it.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

February 2, 1901.

*To Hon. W. B. Martin, Secretary of State.*

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#### DEPARTMENT OF AGRICULTURE—Printing and binding of Iowa Year Book.

The provision of section 2 of chapter 58 of the laws of the Twenty-eighth General Assembly is inoperative and such book must be printed in the regular and usual way by the state and paid for out of the state's funds, the same as other reports and documents required by law to be printed.

DEAR SIR—I have given your request, that I make an examination of the statute, and determine how and where the year book of the agricultural department shall be printed, and from what fund the cost of such printing shall be paid, careful consideration, and have arrived at the following conclusion :

Section 11 of chapter 58 of the laws of the Twenty-eighth General Assembly, by which the department of agriculture is created, provides:

“The Iowa Year Book of Agriculture shall be printed and bound in cloth, in such number as the executive council may direct, to be distributed as follows: One copy to each state officer and member of the general assembly; ten copies to the state library; and ten copies to the libraries of the state university and state college of agriculture and mechanic arts; one copy to each library in the state open to the general public; one copy to the president and secretary of each county and district agricultural society; [one copy to the board of supervisors of each county in which there is no agricultural society, and the balance as may be directed by the board of agriculture.”

This provision of section 11 directs the printing and distribution of the agricultural year book, and if there is no particular or specific method provided by the statute as to the manner in which the same should be printed, or the fund from which the cost of such printing should be paid, it would

be the duty of the state printer, under the provisions of chapter 5 of the code, to print such book as one of the reports of a state department, and he would be paid therefor at the same rate, and in the same manner as he is paid for other books of like character which he is required by law to print.

Following the provision of section 11 above quoted, is this provision :

“ The executive council shall receive competitive bids for the printing and binding of the year book, and let the contract to the lowest responsible bidder ; such bidding, however, shall be confined to concerns in Iowa, and to persons or corporations paying the union scale of wages.”

This provision is entirely separate from the first part of the section quoted, and relates to the duty to be performed by the executive council in reference to the manner in which the year book shall be printed, and in no way modifies the provisions which require that the book shall be printed and distributed as provided in such section.

Section 10 of the same chapter, in prescribing the duties of the secretary of the board provides:

“ He shall compile and superintend the printing of the annual report of the state department of agriculture, which shall be entitled the Iowa Year Book of Agriculture, and shall include the annual report of the dairy commissioner, the state dairy association, and the Iowa agricultural experiment station, the annual report of the state veterinarian, the Iowa weather and crop service report, the Iowa improved stock breeders' association, or such part thereof as the executive committee may direct, and such other reports and statistics as the board may direct, which shall be published by the state.”

This provision in express terms provides what shall be included within the year book as compiled by the secretary, and that it shall be published by the state.

It is clearly, therefore, the duty of the secretary of the agricultural department to prepare and compile a year book, and of the department to have the same published by the state, as provided in section 10.

By the provisions of section 11 above quoted, the legislature attempted to provide a method by which the contract for the printing and binding of the year book should be let to the lowest bidder, and if such provision has become effective, it undoubtedly takes the printing and binding of the book out of the hands of the state printer and binder, unless the contract should be awarded to them upon competitive bids. If, on the other hand, such provision is for any reason inoperative, then the book must be printed and bound by the state, the same as are the reports of other departments—that is, by the state printer and binder.

Before the provision of section 11, for the letting of the contract to the lowest responsible bidder could become operative, it was necessary that the legislature should provide, by appropriation or otherwise, a fund out of which the cost of the printing and binding under such contract could be paid. It would be idle to say that the executive council should receive competitive bids for the printing and binding of a year book, open such bids and award the contract to the lowest responsible bidder, when no funds

were provided by the legislature to carry out the contract, or pay for the work done thereunder.

It is therefore in my opinion absolutely necessary that the legislature should provide the means by which such contract can be carried out by the executive council before the provision of section 11 above quoted can become operative.

No provision was made by the Twenty-eighth General Assembly to pay the cost of the printing and binding of the agricultural year book, and no fund was designated out of which the cost thereof could be paid.

I am therefore of the opinion that the provision of section 11, in relation to receiving competitive bids for the printing and binding of the year book by the executive council is inoperative, and that such book must be printed in the regular and usual way by the state, and paid for out of the state funds the same as other reports and documents required by law to be printed.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

February 4, 1901.

*To Hon. G. H. Van Houten, Secretary Department of Agriculture.*

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INSURANCE COMPANIES—LIFE—(1) Such companies desiring to take and carry casualty risks must first adopt amendments to their articles of incorporation, unless their articles at the time give them the power to accept and carry such risks.

(2) Such companies desiring to write such risks should organize a separate casualty or accident department, and all of the business of such department should be transacted directly in accordance with chapter 4, title IX of the code.

DEAR SIR—I beg to acknowledge the receipt of your favor of February 1st, enclosing a communication from Messrs. Dudley & Coffin, asking the position of the auditor's department upon life insurance companies taking and carrying casualty risks, under chapter 61 of the laws of the Twenty-eighth General Assembly.

The questions asked by Messrs Dudley & Coffin refer to the policy of the auditor's department of the state rather than to the questions of law.

It is important that a correct policy of action be adopted by the auditor's department which shall be adhered to hereafter in passing upon the various questions that will arise in regard to life insurance companies taking and carrying casualty risks; in view of this, I will give in a general way what appears to me to be the policy which should be adopted by the auditor's department and the attorney-general.

*First.*—All life insurance companies desiring to take and carry casualty risks, as specified in subdivision 5 of section 1709 of the code, must first adopt amendments to their articles of incorporation clothing them with power to do so, unless their articles now give them the power to accept and carry such risks.

*Second.*—Every life insurance company which sees fit to avail itself of the provisions of chapter 61 of the acts of the Twenty-eighth General Assembly, should organize a separate casualty or accident department, and all the business of such department should be transacted strictly in conformity with chapter 4 of title IX of the code.

This chapter provides that the articles of incorporation of all companies which seek to take and carry casualty and accident risks, must be submitted to the auditor and attorney-general for approval, before they are permitted to transact business within the state.

When any life insurance company desires to bring itself within the provisions of chapter 61 of the acts of the Twenty-eighth General Assembly, and to clothe itself with the power of taking and carrying casualty and accident risks, it must submit to the auditor and the attorney-general its articles of incorporation for their approval, as such articles constitute the charter under which it is authorized to transact business of any character. It follows, therefore, that before it is authorized to transact the business of taking and carrying casualty risks its entire articles of incorporation, under which it is authorized to do business, must be submitted to and approved by the auditor and attorney-general.

The provisions in regard to electing a first board of directors, and other provisions which apply to new companies organized for the purpose of taking and carrying casualty risks, would not apply to a life insurance company organized at the time chapter 61 of the acts of the Twenty-eighth General Assembly became a law, and therefore such provision would not have to be followed by a life insurance company availing itself of the provisions of such chapter.

As before suggested, the casualty insurance should be strictly a separate department of a life insurance company, and the funds of such separate department should be handled and invested strictly in accordance with the provisions of chapter 4, and the provisions of chapters 6 and 8 of title IX of the code would not be applicable to the funds of such department. Its life funds would be invested in compliance with the provisions of chapter<sup>n</sup> and 8.

The provisions of chapter 4—that companies doing business thereunder shall charge as a liability a reserve equal to forty per cent. of the amount received as premiums or unexpired risks, which amount of reserve shall be considered unearned premiums—would be applicable to the casualty department alone, and the provisions of chapter 6, which provides for a reserve upon life policies computed according to the American table of mortality, etc., would be applicable to the life department alone, and neither should be confused with the other.

The provisions of chapter 4 would apply to the accident department alone, and the provisions of chapter 6 above referred to would apply to the life department alone.

I think the provisions of chapter 4, which does not permit companies organized thereunder to incur any risk to an amount in excess of ten per cent. of the paid up capital of the company unless such excess is reinsured, is applicable to the casualty department as organized under the provisions of chapter 61, and such percentage should be computed upon the paid up

capital of the life insurance company seeking to avail itself of the provisions thereof.

Under this view, a life insurance company seeking to transact accident business, would be limited in taking casualty risks to ten per cent. of its paid up capital, but this provision would in no way affect its right to take life risks in excess thereof, as now provided by law.

The fact that a life insurance company avails itself of the provisions of chapter 61, in no way changes its obligation to deposit its securities as a life insurance company with the auditor of state, but it will not be required to deposit the securities taken by its accident department. That is, it will still be required to deposit its securities with the auditor of state, so far as its life department is concerned precisely as it is now required to do, and will be permitted to retain its securities, so far as the accident department is concerned, the same as other accident insurance companies organized under chapter 4.

The provisions of chapter 4, in regard to forfeiture, suspension and cancellation of policy for nonpayment of premiums, and notice in writing to be served upon the insured by registered letter or otherwise, and the customary short rates to cancel policies, etc., cannot be held to apply to the life department, and its life policies will not be subject to such provisions. Its casualty or accident policies only will be governed by these provisions of chapter 4. This, I believe, answers all the inquiries made by Messrs. Dudley & Coffin, and states my views of the law, and the policy which I think should be adopted as to life insurance companies taking accident and casualty risks, under chapter 61 of the laws of the Twenty-eighth General Assembly.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

February 5, 1901.

*To Hon. Frank F. Merriam, Auditor of State.*

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STATE LIBRARY—State Historical Department—Consolidation of—(1) The debts contracted by the state historical department prior to January 1, 1901, should be paid out of the annual appropriation credited to that department for the year 1900, except such as hereafter referred to.

If, after paying such debts, any portion of such appropriation remains unexpended on January 1, 1901, the auditor should charge the same off.

(2) The appropriation of \$4,000 made by the Twenty-eighth General Assembly, was not discontinued by the provisions of chapter 114 thereof, or upon the consolidation of the two boards. It, therefore, remains as a separate and additional appropriation made to the historical department for its support and maintenance.

DEAR SIR—In reference to your inquiry as to the effect of the consolidation of the state library and state historical department, under chapter 114 of the laws of the Twenty-eighth General Assembly, upon the different appropriations made by the legislature for the support of these departments, I submit the following opinion:

Section 1 of chapter 114 of the laws of the Twenty-eighth General Assembly provides:

“That the board of trustees of the Iowa state library, and the board of trustees of the Iowa historical department, be, and the same are hereby empowered and directed to consolidate the miscellaneous portion of the Iowa state library (exclusive of the law section) or so much thereof as shall be regarded by said board as advisable, with the historical department; the aforesaid consolidation to take effect on the first day of January, 1901, or at any such later date as said trustees may direct; and that on and after January 1, 1901, the board of trustees of the Iowa state library and the board of trustees of the Iowa state historical department shall cease to exist as such and the aforesaid boards shall by this act become the board of trustees of the state library and historical department of Iowa, and the newly constituted board shall thereafter be charged with all the duties and responsibilities imposed upon the boards aforementioned, and possess all the powers thereof.”

This section provides for two distinct consolidations:

*First.*—The consolidation of the miscellaneous portions of the Iowa state library, or so much thereof as may be regarded by the board as advisable, with the historical department.

This is the consolidation of the material and tangible property of the library and historical department, and the board is authorized to make such consolidation on the first day of January, 1901, or at such time thereafter as it may direct.

*Second.*—The consolidation of the board of trustees of the Iowa state library and the board of trustees of the Iowa state historical department.

On the 1st day of January, 1901, by operation of law, under the provisions of section 1, of chapter 114, of the laws of the Twenty-eighth General Assembly, the board of trustees of the Iowa state library and the board of trustees of the state historical department were consolidated and ceased to exist as independent boards.

The consolidated board is thereafter known as the board of trustees of the state library and historical department, and it at once became charged with the management and control of the state library and historical department of Iowa, and was invested with all the powers theretofore exercised by the board of trustees of the Iowa state library and the board of trustees of the Iowa historical department.

Upon such consolidation, the Iowa state historical department, as a separate and independent department, ceased to exist, and the control and management of its business and affairs was vested in the newly constituted board.

Section 2879 of the code provides for an annual appropriation for the support of the historical department of six thousand dollars. This section remained in force until the provisions of chapter 114, of the laws of the



Twenty-eighth General Assembly, became operative; and the appropriation of six thousand dollars for the year 1900 for the support of the historical department is a fund out of which all of the expenses of that department should be paid until the boards of the two departments were consolidated under chapter 114.

That this was the intention of the legislature when chapter 114 was enacted, is made clear by the language of section 5 of that chapter, which provides:

“There shall be annually appropriated from any money in the state treasury not otherwise appropriated, the sum of ten thousand dollars for the use of the state library and historical department and museum, and the sum of twenty-five hundred dollars for the separate use of the law department, the money to be expended under the direction of the board of trustees of the state library and historical department; and the existing appropriations of five thousand dollars for the state library and six thousand dollars for the historical department shall be discontinued upon the consolidation aforesaid.”

That is, the appropriations made to the state library and to the historical department, under sections 2667 and 2897 of the code, were to continue and remain as the funds out of which the expenses, and support of the two departments should be paid until the 1st day of January, 1901, when the new appropriation made by section 5, of chapter 114, became available upon the consolidation of the two departments.

Under this view of the law, I am clearly of the opinion that all of the debts contracted by the state historical department prior to January 1, 1901, should be paid out of the annual appropriation of six thousand dollars credited to that department for the year 1900, except such as should be charged to the four thousand dollar appropriation hereafter referred to; and, if after paying all of the debts incurred by that department before January 1, 1901, any portion of the six thousand dollars so credited remains unexpended, such unexpended balance should be by the auditor recovered into the treasury of the state; and that all bills and indebtedness of either the Iowa state library or the historical department of Iowa, contracted after January 1, 1901, must be paid from the appropriations made by section 5, of chapter 114, of the laws of the Twenty-eighth General Assembly, except such as should be paid from the appropriation of four thousand dollars made by the Twenty-eighth General Assembly, which stands upon an entirely different footing than the annual appropriation made by section 2879 of the code.

Chapter 114 was approved on the 12th day of March, 1900, and went into effect upon publication, on the 13th day of March of that year.

Chapter 155 of the laws of the Twenty-eighth General Assembly provides for an appropriation of four thousand dollars “in addition to the sum now provided by law for the support of the historical department for the purpose of printing and binding, for the purchase of books and periodicals, and for additional assistance and incidental expenses.” This chapter became a law on the 4th day of July, 1900, after chapter 114 became operative as a law of the state.

The appropriation carried by section 5 of chapter 114 was an appropriation made by the Twenty-eighth General Assembly before chapter 155 went



into effect, and the appropriation carried by chapter 155 of the laws of the Twenty-eighth General Assembly was in addition to such former appropriation.

Section 5 of chapter 114 provides:

“And the existing appropriations of five thousand dollars for the state library and six thousand dollars for the historical department shall be discontinued upon consolidation thereof.”

No other appropriation to the state library or the historical department is referred to or discontinued by the provisions of chapter 114.

It is therefore clear that the appropriation of four thousand dollars made by the Twenty-eighth General Assembly, and which became operative after chapter 114 became a law, was not discontinued by the provisions of chapter 114, or upon the consolidation of the two boards. It therefore remains as a separate and additional appropriation made by the legislature of Iowa to the historical department for its support and maintenance, and should be credited to that department upon the books of the auditor, and paid out upon bills and vouchers properly approved and certified upon such fund.

This I believe covers all of the questions referred to me by both the auditor and the board of trustees of the state library and historical department of Iowa.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

February 8, 1901.

*To Hon. Frank F. Merriam, Auditor of State, and the Board of Trustees of the Iowa State Library and Historical Department.*

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**GAME LAW—Power of Game Warden Under—**He has no power or authority to grant permission to anyone to trap quail and prairie chicken for the purpose of propagation.

DEAR SIR—I beg to acknowledge the receipt of your esteemed favor of the 11th inst., in which you ask my opinion as to whether it would be unlawful to trap quail and prairie chicken for the purpose of propagation or not.

Section 2552 of the code is as broad as language can make it, and specifically provides:

“No person shall at any time, or at any place within the state, trap, shoot or kill for traffic any pinnated grouse or prairie chicken, woodcock, quail, rough grouse or pheasant, \* \* or catch or take, or attempt to catch or take with any trap, snare or net, any of the birds or animals named in the preceding section \* \* ”.

This provision clearly prohibits the trapping, catching or attempting to take or catch within any trap, snare or net, by any one or at any time or place, any pinnated grouse or quail. The prohibition is absolute, and applies to all purposes alike.

Under this section it is unlawful to trap quail or prairie chicken for any purpose whatever, and I know of no authority vested in the fish and game warden of the state by which the provisions of the statutes can be sus-

pending, and that which is made unlawful by law be permitted under any permission given by the warden.

I am therefore compelled to hold that it is unlawful for any one to trap or attempt to trap or catch any quail or prairie chicken for the purposes of propagation. Such an exception might be a wise provision of the law, but the legislature has not made it, and I must construe the law as it exists upon the statute book.

This being my view, I think you have no power or authority to grant permission to any one to trap either of the birds named for propagating purposes.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

February 12, 1901.

*To Hon. Geo. E. Delavan, Fish and Game Warden, Estherville, Iowa.*

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OIL INSPECTOR—Duties of State Board of Health—Section 2505 is mandatory and no deviation from its strict requirements can be permitted on the part of the inspector.

Any illuminating oil inspected by him which fails to meet the test required by the statute must be branded by him "rejected for illuminating purposes."

Any attempt on the part of the state board of health to have such products branded differently than is required by the statute, is without force and must be disregarded by the state oil inspectors.

DEAR SIR—I beg to acknowledge the receipt of your favor of the 9th inst., requesting my opinion as to the construction of section 2505 of the code as amended by section 2, of chapter 83 of the laws of the Twenty-eighth General Assembly, relating to the branding of oils by the inspector of petroleum products. In reply thereto, I submit the following opinion:

Section 2505 provides: "He (the inspector) shall reject all oils for illuminating purposes which will emit a combustible vapor at the temperature of one hundred and five degrees standard Fahrenheit thermometer, closed test, not less than one-half pint of oil to be used in the flash test. If upon test and examination the oil shall meet the requirements, he shall brand over his official signature and date on barrel or package holding the same, 'Approved flash test ..... degrees, inserting in the brand the number. Should it fail to meet the requirements, it shall be branded under his official signature and date 'Rejected for illuminating purposes.' "

This provision of the statute is clearly mandatory, and no deviation from its strict requirements can be permitted on the part of the inspector.

Any illuminating oil inspected by him which fails to meet the test required by the statute must be branded by him "Rejected for illuminating purposes."

Chapter 83 of the laws of the Twenty-eighth General Assembly simply amends section 2508 of the code by striking out thereof the words "the Welsbach hydro-carbon incandescent lamp," and inserting in lieu thereof the words "such lamps which, having been submitted to the state board of health and having been examined and tested by said board shall be found safe for the use of the public," and then prescribing the duties of the state board of health as to making a full and careful examination of the mechanism of lamps submitted for their inspection.

The effect of this amendment is to substitute in section 2508 of the code lamps which have been examined by the state board of health and found to be safe for the use of the public in the burning of the lighter products of petroleum, for the Welsbach hydro-carbon incandescent lamp, in which such products were permitted to be used only, prior to the amendment.

Chapter 83 of the laws of the Twenty-eighth General Assembly in no way changes the duties of the inspector of petroleum products, as prescribed by the code. He must inspect the same, and brand them as is thereby required, without reference to the uses which may be made of them under the provisions of chapter 83, after they are inspected and branded.

Chapter 83 simply permits the use of the lighter products of petroleum which have been branded by the inspector "Rejected for illuminating purposes" to be used in lamps which have been examined and approved by the state board of health as safe to be used in burning such products for illuminating purposes, and the state board of health has no power or authority, by resolution or otherwise, to change the brand which by law the inspector is required to put upon such lighter products of petroleum. And any attempt upon the part of the state board of health to have such products branded differently than is required by the statute, is without force, and must necessarily be disregarded by the state oil inspectors.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

February 12, 1901.

*To J. F. Kennedy, M. D., Secretary State Board of Health.*

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INSURANCE COMPANIES—How Limited—Sections 1709 and 1710, construed with chapter 60, laws of the Twenty-eighth General Assembly, limits the business of such companies, organized under chapter 4, title IX, of the code, to one of seven kinds or classes specified in the seven subdivisions of section 1709.

DEAR SIR—I have your favor of the 7th inst., asking for a construction of sections 1709 and 1710, of the code, as amended by chapter 60, of the laws of the Twenty-eighth General Assembly, and in reply thereto submit the following opinion:

It was evidently the intent of the legislature in enacting chapter 60, of the laws of the Twenty-eighth General Assembly, to add another subdivision to section 1709, of the code, and to permit companies organized under chap-

ter 4, of title IX, of the code, to insure against loss or damage resulting from burglary, robbery, or attempts thereat, and against loss of moneys and securities in the course of transportation.

The subdivision of section 1709, so added, makes seven classes or kinds of insurance for which companies may be organized and operated, under chapter 4.

Section 1710, of the code, provides that no company organized under chapter 4, or authorized to do business in the state, shall issue policies of insurance for more than one of the six purposes mentioned in section 1709. This provision of 1710 was modified by chapter 61, of the laws of the Twenty-eighth General Assembly, but such modification is not involved in the present inquiry.

It was clearly the intent of the legislature in enacting section 1710, to limit every insurance company organized under chapter 4, of title IX, and every insurance company of like character authorized to do business in the state of Iowa, to one of the classes of insurance named in the subdivision of section 1709. That is to say, a company authorized to insure against loss or injury to the person or property, or both, growing out of the explosion or rupture of steam boilers, must confine its business strictly to that class of insurance, as is provided in subdivision 6, of said section.

And so with every other insurance company organized for the purpose of issuing policies under either of the other subdivisions of said section.

The adding of chapter 60, of the laws of the Twenty-eighth General Assembly, as the seventh subdivision of section 1709, does not, in my opinion, alter, change, or enlarge the rights or powers of insurance companies organized under chapter 4, to issue policies for more than one of the purposes named in section 1709.

If a company is organized for the purpose of insuring against loss or damage by burglary, robbery, etc., it must, in my judgment, confine itself strictly to that class of insurance, and is not authorized to issue policies for any other of the purposes named in the subdivision of section 1709.

If a company is organized to insure houses, buildings, etc., against loss or damage by fire or other casualty, it must, in my judgment, confine its business strictly to that class of insurance, and it cannot issue policies for any of the other purposes mentioned in section 1709, as amended.

The key to the construction and interpretation of all statutes is the general intent of the legislature. Such general intent should be kept in view in determining the scope and meaning of every part of the statute sought to be interpreted. This is necessary to ascertain the purpose of the act, and to make the parts harmonious, and thus, if possible, give a sensible and intelligible effect to each, in furtherance of the general design of the legislature.

With this rule of construction, which is elementary, I am clear that section 1709 and section 1710, taken in connection with chapter 60, of the laws of the Twenty-eighth General Assembly, limits the business of all insurance companies organized under chapter 4, of title IX, of the code, and all companies authorized to do business in the state, to one of the seven kinds or classes of insurance specified in the seven subdivisions of section 1709. And

that such companies cannot be permitted, under the provisions of law, to transact more than one kind or class of insurance.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

February 12, 1901.

*To Hon. Frank F. Merriam, Auditor of State.*

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**ATTORNEY'S FEES**—Such fees do not constitute any part of the court costs, and cannot be deducted from an estate of a decedent under any of the provisions of section 1, chapter 51, of the laws of the Twenty-eighth General Assembly.

DEAR SIR—I am in receipt of your favor of the 11th inst., in which you ask my opinion “as to whether attorney’s fees constitute a part of the court costs or can be construed as proper deduction under the provisions of section 1, chapter 51 of the laws of the Twenty-eighth General Assembly.”

In reply thereto, I submit the following opinion:

Section 1467 of the code provides for a tax of five per cent upon the estate of a decedent above the sum of one thousand dollars, after deducting all debts, which go to collateral heirs.

In *Magee v. State*, 74 Northwestern Rep., 695, the supreme court held that the debts referred to in section 1467 were the debts owing by the decedent at the time of his death.

By section 1, of chapter 51, of the laws of the Twenty-eighth General Assembly, the term “debt” as used in section 1467 of the code, was extended so as to include local or state taxes due from the estate prior to the death of the decedent, a reasonable sum for funeral expenses, court costs, including the cost of appraisment made for the purpose of assessing the collateral inheritance tax, the statutory fees of executors, administrators or trustees, and by its terms expressly prohibits the deduction of any other sum of money from the estate of the decedent.

Attorney’s fees paid or agreed to be paid by the executor, administrator or heirs of a decedent does not fall within any of the classes of debts or demands specified in section 1 of chapter 51. Such charges are not a part of the court costs, and cannot be taken into consideration and deducted from an estate as such.

The legislature has clearly and specifically named the demands and debts which may be deducted from the estate of a decedent and has not included attorney’s fees therein.

Under the familiar rule of statutory construction “the expression of one excludes all others” it must be held that it was the intention of the legislature to exclude attorney’s fees from the demands which could be deducted from an estate.

I am therefore clearly of the opinion that attorney’s fees do not constitute any part of the court costs, and that they cannot be deducted from an estate

of a decedent, under any of the provisions of section 1 of chapter 51 of the laws of the Twenty-eighth General Assembly.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

February 13, 1901.

*To Hon. G. S. Gilberson, Treasurer of State.*

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#### SCHOOL LANDS—School Funds—Rate of Interest to be Charged—

It is the duty of the auditor of state to charge five per cent interest upon the amount of all sales and resales of school and escheated lands reported to him by the county auditors for the previous year; and under chapter 113 of the laws of the Twenty-eighth General Assembly to charge four and one-half per cent to each county upon the amount of the permanent school fund under its control.

DEAR SIR—I am in receipt of your favor of February 11th, in which my official opinion is requested upon the following questions:

*First.*—You say “Will it be my duty to charge the different counties of the state on sales or resales of school land and also on escheated estates interest at the rate of five per cent, and the balance of the school fund at the rate of four and one-half per cent?”

*Second.*—You say “Will it be my duty from the time chapter 113, acts of the Twenty-eighth General Assembly became a law to charge the different counties of the state interest on this school fund for all sales, resales and escheated estates, at the rate of five per cent, or what length of time will it require for a sale, resale or escheated estate to become a part of the permanent school fund, and interest be computed at the rate of four and one half per cent?”

Section 2855 of the code, before it was amended by chapter 113 of the laws of the Twenty-eighth General Assembly, provided:

“County auditor’s shall on the first day of January report to the state auditor the amount of all sales and resales on the sixteenth section five thousand acres grant and escheated estates made the year previous, who shall charge the same to the counties, with interest upon the same from the date of such sales or resales, at the rate of five per cent per annum. He shall also on the first day of January, charge up to each county having permanent school fund under its control, interest on the whole amount in said county, at the rate of five per cent, payable semi-annually, on the first day of January and July of the year following, and include it in the semi-annual apportionment of the interest collected for the year, which shall be taken as the whole sum due from each county. Any surplus collected over the five per cent charged, shall be paid into the county treasury.”



This provision of the statute makes it the duty of the county auditors to report to the state auditor on the first day of January of each year the amount of all sales and resales of school lands and escheated estates made during the preceding year.

It also makes it the duty of the state auditor to charge to the county from which the report is received the total amount of all such sales and resales, with interest thereon from date of such sales or resales, at the rate of five per cent per annum.

This provision of section 2855 stands alone, and imposes upon the county auditors and state auditor duties which are independent of the other duties prescribed in the section. It stands as a mandatory provision of the statute, and one that must be strictly complied with and followed, unless it has been repealed or modified by subsequent legislative action.

The provision of section 2855 immediately following, makes it the duty of the state auditor on the first day of January of each year, to charge to each county having permanent school fund under its control, interest on the whole amount of such fund, at the rate of five per cent per annum.

By this provision an entirely separate and distinct duty is imposed upon the auditor of state. He is required thereby to charge to every county in the state five per cent interest upon the total amount of school fund under the control of such county. That such provision was intended by the legislature to be a separate and distinct duty imposed upon the auditor of state, is manifest by the language of the statute, which provides:

" "He (the state auditor) shall also, on the first day of January, charge up to each county having permanent school fund under its control, interest on the whole amount in said county at the rate of five per cent."

Under the provisions of section 2855, the legislature has imposed upon the auditor of state two separate and distinct duties :

*First:* To charge the county with the full amount of all sales and re-sales of school and escheated lands made therein during the year previous, with five per cent interest thereon from the date of such sales.

*Second.* To charge to each county in the state having permanent school fund under its control, interest on the whole amount of such fund at the rate of five per cent per annum, such interest to become due and payable semi-annually, on the first day of January and July of the year following.

By the provisions of section 2 of chapter 113 of the laws of the Twenty-eighth General Assembly, the rate of interest to be charged by the state auditor to the counties upon the permanent school fund, under the provision of section 2855 above quoted, was changed from five to four and one half per cent; and the question arises whether the amendment made to section 2855 by section 2 of chapter 113 of the laws of the Twenty-eighth General Assembly changing the rate of interest to be charged by the auditor of state upon the permanent school fund, also changes the rate of interest to be charged by him upon the amount of all sales and re-sales of school and escheated lands.

As I have shown, the provisions of this section impose entirely separate and distinct duties upon the state auditor, and while it may be well said that the charging of a different rate of interest upon the permanent school fund



than is charged upon the amount of the sales and re-sales of school and escheated lands is inharmonious, can it be said that because the legislature has seen fit to change the rate of interest in the one case, the rate of interest, by implication, is also changed in the other?

It is a well settled rule of law in the construction of statutes that the presumption is that the legislature does not intend to change or modify the law beyond what it explicitly declares either in express terms or by unmistakable implication:

*McGinnis v. State*, 49 American Decisions, 697.

*Cadwallader v. Harris*, 76 Ill., 372.

*Bertles v. Nunan*, 44 American Rep., 361.

*Keach v. Baltimore, etc., R. Co.*, 17 Maryland, 32.

It is not to be supposed that the legislature will overturn the established law without expressing a clear intention so to do.

*United States v. Fisher*, 2 Cranch, 358.

*Horton v. Mobile School Com'r.*, 43 Ala., 604.

*Harwood v. Lowell*, 4 Cushing, 318.

While it is true that legislative enactments are not to be defeated on account of mistakes, errors or omissions, provided the intention of the legislature can be collected from the whole statute, it is equally true, where the language presents no ambiguity, courts will not attempt to qualify its plain language from what can be ingeniously argued was the intent of the legislature.

*Doe v. Considine*, 6 Wallace, 458.

It is certainly the duty of the auditor of state, under section 2855, to charge to the respective counties the amounts of all sales and resales of schools and escheated lands reported to him by the county auditor for the year previous, with five per cent interest thereon from the date of such sales or resales, unless it can be fairly said from the context of the statute that the word "five" in line 13 of that section was changed to, and must be read as four and one-half, because the word "five" in line 15, and the same word in line 19 is changed to four and one-half by section 2 of chapter 113 of the laws of the Twenty-eighth general assembly.

The only grounds upon which such a construction could possibly be had are that there is an apparent and manifest error or clerical mistake or omission in the amendatory statute, which the courts have power to correct or supply, or, second, there is such an inconsistency and repugnancy between the amendatory statute and that which preceded it that the two cannot possibly stand or be construed together. In such case the prior statute must yield to the extent of the conflict.

In the amendment under consideration there is no apparent mistake, error or omission, which can possibly be ascertained from the context, and second, there is no such inconsistency, repugnancy or conflict between the two provisions of section 2855, as amended by the laws of the Twenty-eighth General Assembly, that such provisions cannot stand and be construed together.

It was competent and proper for the legislature to say that four and one-half per cent should be charged by the state auditor to the counties upon the permanent school fund, and at the same time leave the statute in full force

and effect which provides that counties shall be charged with five per cent upon all sales and resales of school and escheated lands. There is no real conflict or repugnancy between the two statutes.

It may be said that the acts of the law making power, in creating such a distinction are inconsistent, but it is not such an inconsistency as will repeal or change the former statute by implication.

I am therefore of the opinion that it is the duty of the auditor of state, under the statute as amended, to charge five per cent interest upon the amount of all sales and resales of school and escheated lands reported to him by the county auditors for the previous year; and under chapter 113 of the laws of the Twenty-eighth General Assembly, to charge four and one-half per cent to each county upon the amount of the permanent school fund under its control.

Another question here arises, which has not been directly referred to in the request for my opinion, but which will certainly arise under the construction I have given this statute, viz:

Whether the surplus collected over four and one-half per cent upon the amount of the sales of school and escheated lands, shall be paid into the county treasury?

Section 2855 as amended reads:

“Any surplus collected over the four and one-half per cent charged shall be paid into the county treasury.”

This provision clearly relates to the interest charged upon the permanent school fund, and not to that charged upon the sales and resales of school and escheated lands. The amount to be paid into the treasury of the county is the surplus collected above the four and one-half per cent provided by the statute. The four and one-half per cent thus referred to is only chargeable upon the permanent school fund, and the provision of the statute that the surplus collected above that amount shall be paid into the county treasury, must necessarily refer to the four and one-half per cent required to be charged upon the permanent school fund, and not to the amounts upon which the auditor is directed to charge five per cent.

*Second*—When the county auditors make their report to the auditor of state, on the first day of January each year, of all sales and resales of school and escheated lands the auditor must compute interest at the rate of five per cent per annum on each sale from its date to the first day of January, and charge the entire amount to the county in which such sale has been made; when the interest as thus computed, and with the principal is charged to the county, the amount at once becomes a part of the permanent school fund of the state, and interest must thereafter be charged upon such amount, as a part of the permanent school fund of the state, at the rate of four and one-half per cent per annum, under the provisions of section 2855, as amended by the laws of the Twenty-eighth General Assembly.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

February 14, 1901.

*To the Hon. Frank F. Merriam, Auditor of State.*

**SCHOOL DISTRICTS—Rural Independent Districts and Independent Districts—How Formed Into a Single School Corporation—** Such districts, containing a city, town or village of a civil township, may be formed into a single school corporation in the manner provided by section 2799.

**DEAR SIR—**We are in receipt of your favor of the 14th ult., in which you say "your official opinion is requested on the following question:"

"By what process, if any, may the several rural independent districts and an independent district containing a city, town or village, of a civil township, be formed into a single school corporation?"

In a former opinion to you, under date of January 19, 1901, it was said, after giving a brief history of the law, "in my opinion the phrase 'independent districts' as used in section 2799, is a generic term, and includes and is applicable to all independent school districts in the state, whether known as independent districts or rural independent districts. This being true, rural independent districts may unite, consolidate and form a single rural independent district, by the method provided in section 2799 of the code."

From the above holding we conclude that there is no difference or distinction between what are denominated "independent districts" and "rural independent districts."

Section 2799 provides that independent districts located contiguous to each other may unite and form a single independent district.

Section 2800 provides that a township which has been divided into rural independent districts may be erected into a school township.

From the ruling in the above opinion, that the term "independent district" is generic, and includes rural independent districts, we are of the opinion that rural independent districts, and independent districts containing a city, town or village, of a civil township, may be formed into a single school corporation,

Respectfully submitted,

CHAS. A. VAN VLECK,  
*Assistant Attorney-General.*

February 16, 1901.

*To Hon. R. C. Barrett, Superintendent Public Instruction.*

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**INSURANCE COMPANIES—Mutual—**Section 1689 of the code is mandatory. Every mutual company must embody the word "mutual" in its title, which must appear upon the first page of every policy or renewal receipt. Any attempt at evasion by printing in small type or letters or by an attempt to obscure the word "mutual" is a violation of law, and makes the company liable to have its certificate revoked.

**DEAR SIR—**Your favor of the 13th inst. has been received, in which you ask my construction of the provision of section 1689 of the code which requires the word "mutual" to be embodied in the title of all insurance

companies organized under chapter 4 of title IX of the code doing business upon the mutual plan, and such word to appear upon the first page of every policy and renewal receipt issued by such companies.

Section 1689 of the code provides :

“ Every insurance company organized as provided in this chapter, shall, if it be a mutual company, embody the word “ mutual ” in its title, which must appear upon the first page of every policy and renewal receipt. ”

This provision of the statute is clearly mandatory. Section 1747 requires every insurance company organized and doing business under chapter 4 of title IX, to conform to all the provisions of chapter 4.

Section 1748 prescribes the punishment to which the officers of any company doing, or attempting to do business under the provisions of chapter 4, become liable, for a failure upon their part to comply with the requirements of chapter 4 ; and section 1715 authorizes the auditor to withhold his permission or certificate of authority from every company organized or doing business under chapter 4, which neglects or fails to comply with the provisions of that chapter.

Under the mandatory provision of section 1689, every mutual company organized under chapter 4, must embody the word “ mutual ” in its title. And its title, with the word “ mutual ” embodied therein, must appear upon the first page of every policy and renewal receipt.

Any deviation by an insurance company so organized, from this express provision of the statute, makes the officers of such company liable to the punishment prescribed in section 1748 of the code, and the permission and authority of such company to transact business within the state should be withheld by the auditor.

The printing of the word “ mutual ” upon the first page of the policy or renewal receipt of such company, enclosed in parentheses, or printed elsewhere than in the title of the company, is a failure on the part of the insurance company so doing to comply with the provisions of section 1689.

It was clearly the intent of the legislature that every insurance company organized upon the mutual plan, under chapter 4 title IX, should declare in its title that it is a mutual company, and that its title, so declaratory of the character of the company, should be printed, lithographed or engraved—as the case may be—upon the first page of each policy and renewal receipt, in such manner that from an ordinary reading of the title, it would be readily seen that it is a mutual company.

Any attempt on the part of an insurance company organized upon the mutual plan, under chapter 4 title IX of the code; to prevent the word “ mutual ” from being read, as a part of the title, by the use of small type or letters, or by printing, engraving or lithographing the word “ mutual ” at a place upon the first page of its policies or renewal receipts where it would not be readily seen in an ordinary reading of the title of the company, is an evasion of the express provisions of section 1689, and a violation of law.

While your department may not be able to designate the manner, style or type in which the title of an insurance company shall be lithographed, engraved or printed, it has the power, in my opinion, to require such title

to so appear upon the first page of every policy and renewal receipt, that an ordinary reading of the title of such company will disclose that it is a mutual insurance company.

Wherever there is an attempt to evade the plain provisions of section 1689, by not embodying the word "mutual" in the title of the company, as required by law, or by having it printed in parentheses, or in small type or letters, or at an obscure place upon the page, so that it would not be likely to be seen or read, upon an ordinary reading of the title of the company, it is, in my opinion, your duty to at once require such company to fully comply with the provisions of section 1689; and upon a failure to do so upon the part of the company, its authority to transact business within the state should be revoked.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

February 18, 1901.

*To Hon. Frank F. Merriam, Auditor of State.*

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**INSURANCE COMPANIES**—It is advisable that all companies seeking to avail themselves of the provisions of subdivision 7, section 1709 of the code, should prepare amended and substituted articles of incorporation upon which the auditor and attorney-general can act.

DEAR SIR—Herewith I return to you the articles of incorporation of the National Life & Trust Company, of Des Moines, Iowa, and the amendments thereto, with this suggestion:

I find the proposed amendment to conform to the laws of the United States, the constitution and laws of Iowa, and to be in regular and proper form.

As it becomes, however, the duty of the auditor of state and attorney-general to pass upon the articles of incorporation under which an insurance company seeks to do business as specified in the seventh subdivision of section 1709 of the code, I believe the articles of incorporation of such company should be submitted in their entirety to the auditor and the attorney-general for their approval. I therefore think it advisable that all companies seeking to avail themselves of the provisions of subdivision seven, should prepare amended and substituted articles of incorporation, which can be submitted to these offices as complete articles of organization, upon which the auditor and attorney-general can act.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

February 18, 1901.

*To Hon. Frank F. Merriam, Auditor of State.*

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**GAME LAWS**—It is unlawful to ship either quail or grouse from any point within to any point without the state, or from one

point to another within the state, except as is specifically provided in section 2555 and 2557 of the code. A common carrier transporting any such birds at any other season of the year than when they may be lawfully killed would be liable to the punishment provided in the last section.

DEAR SIR—Your favor of the 14th inst., enclosing letter of H. W. Kerr, publisher of the Naturalist and Fancier's Review, is at hand.

You ask my opinion upon the question of shipping live quail or grouse for breeding or propagating purposes either within or without the state, during the period of the year when the killing of such birds is prohibited by law.

Section 2555 of the code provides:

"But it shall be lawful for any person to ship to any person within this state any game birds, not to exceed one dozen in any one day, during the period when the killing of such birds is not prohibited, but he shall first make an affidavit before some person authorized to administer oaths, that said birds have not been unlawfully killed, bought, sold or had in possession, are not being shipped for sale or profit, giving the name and post office address of the person to whom shipped, and the number of birds to be so shipped."

The section then provides that a copy of an affidavit of such facts shall be furnished the common carrier who receives the birds for transportation, and such affidavit shall operate as a release of such carrier for any liability in the shipment of such birds.

Section 2557 provides:

"If any railway or express company, or other common carrier, or any of their agents or servants, receive any of the fish, birds or animals mentioned or referred to in this chapter, for transportation or other purpose, during the period herein limited and prohibited, or at any other time except in the manner provided in this chapter, he or it shall be punished by a fine of not less than one hundred dollars  
\* \* \*."

Under the provisions of these two sections of the code, it is unlawful to ship either quail or grouse from any point within to any point without the state, or from one point to another within the state, except as is specifically provided in these two sections; and any common carrier transporting any of such birds at any other season of the year than when they may be lawfully killed, would be liable to the punishment provided by section 2557.

I regret being compelled to put this construction upon the present game and fish law, but no provision has been made by the legislature for the shipping or transportation of birds for propagating or breeding purposes; and as the law now stands upon the statute books, the shipping or transporting, for any purpose other than that mentioned in section 2555, and at any other time, or manner than is therein provided, is unlawful, and a common carrier so doing would be liable under section 2557.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

February 18, 1901.

*To Hon. Geo. E. Delavan, Estherville, Iowa.*



**BOARD OF CONTROL—Authority of to Receive Prisoners From a Sister State for Safe Keeping in the Penitentiaries—**The power to manage, control, and govern the penitentiaries is vested in the board of control, and it is held to be no abuse of such discretion for them to receive into the penitentiaries of this state prisoners from the state of Nebraska, under the circumstances mentioned herein.

**DEAR SIR—**We are in receipt of your favor of the 2d inst. in which you say:

"Application has been made to this board by the governor of Nebraska through the governor of Iowa to know if we will receive into the penitentiaries of this state some of the prisoners of that state, owing to the burning of their penitentiary. We desire to know from you if we have the legal right and authority so to do in case we find we can properly and conveniently do so."

Upon a careful examination of the laws of this state, we find no statute directly or indirectly authorizing the reception of prisoners from another state into the penitentiaries of this state. Neither do we find any statute directly or indirectly forbidding the same.

Section 5676 of the code provides: "Convicts sentenced for a life or less term at hard labor shall be received by the warden into the penitentiary designated by the executive council, and those so sentenced by any court of the United States may be so received," etc.

As we understand the above language it defines the duty of the warden of the penitentiary to receive such prisoners as are designated by the executive council, whether within the district where such penitentiary is located, or outside of the district named by said council if so ordered; and also such prisoners so sentenced by any court of the United States if so recommended by said council. It is not our understanding that the above section limits or forbids the reception of prisoners from another state not sentenced by a federal court, if in the opinion of the executive council, the reception of such prisoners would be proper and wise.

Section 8 of chapter 118, acts of the Twenty-seventh General Assembly, provides:

"The board of control shall have full power to manage, control, and govern, subject only to the limitations contained in this act, \* \* \* the state penitentiaries."

Section 9 provides: "The powers possessed by the governor and executive council, with reference to the management and control of the state penitentiaries, shall, on July 1, 1898, cease to exist in the governor and executive council, and shall become vested in the board of control; and the said board is, on July 1, 1898, and without further process of law, authorized and directed to assume and exercise all the powers heretofore vested in or exercised by the several boards of trustees, the governor or the executive council, with reference to the several institutions of the state herein named."

All the powers then of the several boards of trustees or managers of the several state institutions except so far as they may be repealed or modified



by the act creating the board of control become vested in the board of control. With but few exceptions, the power given to the several managing boards of the state institutions were general powers; the manner of exercising such powers was left to their sound discretion. They were subject only to a very few limitations. The board of control, then, succeeding to these powers has a broader and more general authority than is to be found in the act creating the board of control. In some particulars, the act creating the board of control points out the manner in which these powers shall be exercised, but in the absence of some specific direction, the board is vested with all the powers which have heretofore been exercised by the various trustees and managers of the institutions. Having then been endowed with all of the powers and duties to manage, control, and govern said penitentiaries, which theretofore existed in the governor, executive council, and managing boards of said institutions, the board of control became vested with all sound discretionary powers relative to the management, control and government of said institutions with few, if any limitations.

It is further provided by said act creating the board of control that said powers were "subject only to the limitations contained in this act. Nowhere in this act do we find the sound discretionary power of the board of control limited as to what prisoners may be received in said penitentiaries. Whether the exigencies of this particular case require this board of control to receive some of the prisoners from the state of Nebraska is a question which addresses itself to the discretion and judgment of this board. It is in the nature of a judicial, or discretionary, and not of a ministerial act. The power of the board of control to authorize the reception of prisoners into the penitentiaries of this state not being limited by statute, we think it is clearly within their sound discretion as to whether they will receive prisoners from another state.

In *Martin v. Mott*, 18 Wheaton 31, it is said by Mr. Justice Story that "Whenever the statute gives a discretionary power to any person to be exercised by him upon his own opinion of certain facts, it is a sound rule of construction that the statute constitutes him the sole and exclusive judge of the existence of these facts."

Having thus found that the power to manage, control and govern the penitentiaries of this state vested in the board of control is discretionary, and that such discretion is not limited as to what prisoners shall be received into said penitentiaries, we therefore conclude, and it is our opinion, that the board of control has legal right and authority to receive prisoners from the state of Nebraska into the penitentiaries of this state.

Respectfully submitted,

CHAS. A. VAN VLECK,  
*Assistant Attorney-General.*

March 4, 1901.

*To Hon. L. G. Kinne, Chairman, Board of Control.*

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ASSESSMENT OF MONEYS AND CREDITS—Promissory notes taken for rent, and not yet due, are obligations for rent not yet due, within the meaning of subdivision three of section 1304 of the code, and being such obligations, are exempt from taxation.

If such notes have been sold or deposited by the original payee and are in the hands of a third party at the time of the assessment, they fall within the provisions of section 1304, and should be assessed to the holder thereof as moneys and credits.

DEAR SIR—I beg to acknowledge the receipt of your esteemed favor of March 15th, in which you say:

“Will you please give me your official opinion, in writing, as to whether promissory notes taken for rent should be listed by the holder thereof and assessed as moneys and credits, prior to the maturity thereof.”

Complying with your request I submit the following opinion:

Section 1309 of the code is as follows:

“The term credit as used in this chapter, includes every claim or demand due or to become due for money, labor, or other valuable thing, and every annuity or sum of money receivable at stated periods, and all money or property of any kind secured by deed, title bond, mortgage or otherwise; but pensions of the United States, or any of them, or salaries or payments expected for services to be rendered are not included in the above term.”

This section is broad enough in its language to include promissory notes given for rent which are not yet due, and if we were confined to the provisions of this section alone, such notes would undoubtedly fall within the definition of moneys and credits which are to be listed and assessed.

Subdivision 3 of section 1304, which specifies the classes of property which are not to be taxed, provides that obligations for rent not yet due, in the hands of the original payees, shall be exempt from taxation. Promissory notes taken for rent, and not yet due, are clearly obligations for rent not yet due, within the meaning of the provisions of subdivision 3 of section 1304 of the code; and being such obligations, are exempt from taxation, and should not be listed by the holder thereof, if he is the original payee, or assessed to him as moneys and credits.

If, however, such notes have been sold or disposed of by the original payee, and are in the hands of a third party at the time of the assessment, they then fall within the provisions of section 1304 above quoted, and should be assessed to the holder thereof as moneys and credits.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

March 16, 1901.

*To Hon. Frank F. Merriam, Auditor of State.*

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ATTORNEY'S FEE FOR FINES COLLECTED, AND SCHOOL FUND MORTGAGES FORECLOSED—Under the facts stated in the opinion, the county attorney is not entitled to commission or fees upon a penalty collected by him in a civil proceeding.

DEAR SIR—I am in receipt of your favor of March 5th, enclosing a letter from N. Willett, of Decorah, Iowa, in which he asks whether he is entitled to any commission, or any fee for services rendered in recovering \$50.00 penalty against T. A. Jaynes for violation of sections 1800 and 1801 of the code.

In reply will say that section 308 of the code provides:

“In addition to the salary above provided, he (the county attorney) shall receive the fee as now allowed to attorneys for suits upon written instruments where judgment is obtained, for all fines collected, and school fund mortgages foreclosed \* \* \*.”

I think the word “fine” as used here must be taken in its legal sense, which in ordinary language means a sum of money, the payment of which is imposed by a court according to law, as a punishment for a crime or misdemeanor, or, as has been aptly defined by the supreme court of Texas, a pecuniary punishment imposed by the judgment of the court upon a person convicted of a crime.

*State v. Stein*, 14 Texas, 396.

While a penalty is a sum of money the payment of which the law exacts by way of punishment for doing some act which is prohibited, or omitting to do some act which is required, it does not necessarily involve a conviction for a crime.

The legislature has only seen fit to give to a county attorney fees for fines collected, and has not included penalties within its provisions.

The sum for which judgment has been entered against Mr. Jaynes is strictly a penalty imposed by sections 1800 and 1801 of the code for a failure on the part of an agent of an insurance company to conform to the provisions of chapter 8. Such penalty is a forfeiture imposed by law for such failure, and must be collected by a civil suit, and does not involve criminality under the statute.

I am therefore of the opinion that Mr. Willett is not entitled to commission or fees upon the penalty so collected by him in civil proceedings against Mr. Jaynes.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

March 16, 1901.

*To Hon. Frank F. Merriam, Auditor of State.*

SCHOOL FOR INDIGENT CHILDREN AND THE SOLDIER'S ORPHAN'S HOME—Appropriation Unexpended.—The unexpended balances referred to in the opinion were charged off the books of the auditor of state on the first day of October, 1898. They, therefore, came within the provisions of section one, of chapter three, of the laws of the Twenty-eighth General Assembly and are available for the support of the institutions for which the appropriations were made.

DEAR SIR—I am in receipt of your favor of the 21st inst., in which you ask whether the unexpended appropriations made to the school for indigent children and the soldiers' orphans' home, for the year 1898, and which

were charged off the auditor's books October 1, 1898, are now available and can be used by the board of control for the support of these institutions.

I also note what you say as to the opinion of Attorney-General Remley, given June 2, 1898, in which he says:

"The permanent appropriation per capita for the inmates of an institution is intended for its general support fund. It is an annual appropriation. It is a limitation on the amount that may be used year after year. If less is needed to meet the wants of the institution, less should be drawn."

Under the law as it was at the time the opinion of Mr. Remley was given, it was undoubtedly the duty of the auditor and treasurer of state to charge off any unexpended balance at the end of the fiscal year. The money appropriated by the legislature was for the yearly support of such institutions, and if a less amount than the whole appropriation was required to meet the needs of an institution it was the duty of the auditor and treasurer of state to make such entries upon their books as would return the unexpended balance to the unappropriated funds in the treasury.

The Twenty-eighth General Assembly, however, made a very material change in the law. Section 1 of chapter 3 is as follows:

"That section 123 of the code be and is amended by adding thereto the following: The maximum amount named as appropriations made for the support of inmates or for pay of officers or teachers or for any other purpose whatever connected with the operating of any state institution under the control of the board of control of state institutions shall be available until used for the purpose for which said appropriation was made, and no part of the same shall be, by the auditor of state or treasurer of state, charged off as an unexpended balance unless said officers shall be notified in writing by said board that said balance so unexpended will not be needed, and any sums charged off as unexpended balance by the auditor or treasurer of state, since chapter one hundred and eighteen (118) acts of the Twenty-seventh General Assembly took effect, shall still be available and subject to the provisions of this section."

Under this section, any unexpended balance of an appropriation made to a state institution, remains available for the support of such institution, until such time as the auditor or treasurer of state shall be notified by the board of control that such unexpended balance will not be needed for the support of the institution, and the unexpended balance cannot be charged off until such notice is received.

The section also provides that any sums charged off as unexpended balances by the auditor or treasurer of state since chapter 118 of the acts of the Twenty-seventh General Assembly took effect, shall still be available, and subject to the provisions of this section.

Chapter 118 of the acts of the Twenty-seventh General Assembly took effect on the first day of April, 1898, by publication in the Iowa State Register and Des Moines Leader. By an examination of the books of the auditor of state, I find that the unexpended balances referred to in your communication were charged off the books on the first day of October, 1898. They therefore come within the provisions of section one of chapter three of the

laws of the Twenty-eighth General Assembly, and are now available for the support of the institutions for which the appropriations were made.

These amounts should therefore be credited by the auditor and treasurer to the funds of the institutions for which the appropriations were made, and the auditor is authorized by law to draw his warrant against the same, upon proper vouchers of the board of control, showing that such sums are to be used by the board for the general support of the institutions for which the appropriations were made.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

March 22, 1901.

*To Hon. Frank F. Merriam, Auditor of State.*

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PENITENTIARIES—Duty of Warden to Punish Prisoner—Under the facts stated in the opinion, it is the duty of the warden of the penitentiary to punish the prisoner by confining him at hard labor in the penitentiary, although the court may have omitted the words, "at hard labor," in the sentence and in the mittimus under which the prisoner was delivered.

DEAR SIR—I beg to acknowledge the receipt of your favor of the 27th inst., enclosing letter from W. A. Hunter, warden of the penitentiary at Anamosa, the mittimus issued in the case of the *State of Iowa v. P. E. Pierce*, and his affidavit in reference to his wishes in regard to his sentence, and letter of the clerk of the district court of Plymouth county, Iowa, submitting to me the question as to whether the warden of the penitentiary at Anamosa can legally require Mr. Pierce to perform hard labor, under the sentence of the district court.

Section 5675 of the code provides:

"All punishment in a penitentiary by imprisonment must be by confinement to hard labor, and not by solitary imprisonment; \*."

This provision of the statute regulating the character of punishment to which prisoners in a penitentiary shall be subjected, applies to all prisoners sentenced to a penitentiary by the judgment of a district court, except where otherwise provided by the statute.

If a person is sentenced to a term in a penitentiary by the judgment of the district court, and the sentence and mittimus do not particularly specify the character of punishment which he is to receive, he must, in my opinion, be punished by confinement at hard labor, as provided by section 5675.

It is not absolutely necessary that the judgment, sentence, or mittimus rendered or issued by the district court should particularly specify that the person sentenced shall be confined to hard labor in the penitentiary, as the law itself specifically provides that all punishment in a penitentiary by imprisonment must be by confinement to hard labor, and the judgment, sentence, and mittimus of the court must all be construed with reference to such provision.

This view finds support in the case of the *State v. Cole*, 63 Iowa, 702, where the jury found by their verdict that the defendant was guilty of murder, and that he should be punished by imprisonment in the penitentiary at hard labor for life. The court, in entering its judgment upon the verdict, and in sentencing the prisoner, omitted the words, "at hard labor." The court, upon appeal, however, held that the judgment and sentence of the court should be construed to mean that the defendant was sentenced to the penitentiary at hard labor for life, under the provisions of the statute.

In the particular case in which I am asked to construe the sentence and mittimus of the district court, I am of the opinion that it is the duty of the warden of the Anamosa penitentiary to punish the defendant, Pierce, by confining him at hard labor in the penitentiary, under the provisions of section 5675, although the court may have omitted the words, "at hard labor," in the sentence and in the mittimus under which Pierce was delivered.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

March 28, 1901.

*To Hon. L. G. Kinne, Chairman Board of Control.*

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**FEE TO BE PAID FOR FILING AMENDMENT TO ARTICLES OF INCORPORATION**—Although a corporation may have paid a fee of \$2,000 upon the filing of original articles of incorporation, if it subsequently files an amendment to such original articles of incorporation, increasing its capital stock, it must pay the secretary of state a fee of \$1.00 for each \$1,000 of such increase, not exceeding the sum of \$2,000.

DEAR SIR—I am in receipt of your favor of the 6th inst., in which you ask for a construction of the provisions of section 1610 of the code, relating to the amount of the fee required to be paid by corporations for pecuniary profit, upon filing amendments to their articles of incorporation increasing their capital stock, and in response thereto, I submit the following opinion:

Section 1610 of the code, as amended by chapter 40 of the laws of the Twenty-seventh General Assembly, provides:

"Such corporation shall pay to the secretary of state, before a certificate of incorporation is issued, a fee of twenty-five dollars, and for all authorized stock in excess of ten thousand dollars an additional fee of one dollar per thousand. Should any corporation thereafter increase its capital stock, it shall pay to the secretary of state one dollar for each one thousand dollars of such increase, but in no event shall a fee in excess of two thousand dollars be charged under this provision of this section. The recording fee shall be paid in all cases  
\* \* \*."

As shown by the facts submitted in your letter, the Union Pacific Railroad company filed its original articles of incorporation on the twenty-second day of January, 1898, in which the capital stock of the company was fixed at one hundred and thirty-six million dollars. At that time it paid to the secretary



of state three hundred and fifty dollars, which was the maximum fee fixed by the statute then in force.

On the first day of February, 1899, the company filed an amendment to its articles of incorporation, increasing its capital stock to one hundred sixty-three million four hundred sixty thousand one hundred dollars, and paid to the secretary of state a fee of sixteen hundred fifty dollars and fifty cents.

On November fourteenth, 1899, a second amendment was filed, increasing the capital stock of the company to one hundred ninety-six million one hundred seventy-eight thousand seven hundred dollars, for the filing of which no fee was charged by the secretary of state.

The company now presents to the secretary of state a third amendment to its articles of incorporation, which increases its capital stock to two hundred ninety-six million one hundred seventy-eight thousand seven hundred dollars, and the question to be determined is whether the secretary of state is required by law to charge a filing fee, under section 1610, for the filing of such amendment.

As I am informed, it is the contention of the corporation that having paid a fee of three hundred and fifty dollars on the twenty-second day of January, 1898, for the filing of its original articles of incorporation, and a further fee of sixteen hundred and fifty dollars on the first day of February, 1899, for the filing of its first amendment thereto, thus making a total aggregate amount of fees paid by the corporation of two thousand dollars, the secretary of state is not authorized to charge, or require to be paid, any further fee for the filing of any other amendment to its articles of incorporation by which its capital stock is increased.

That is, it is claimed that the corporation has paid the maximum fee fixed by the statute, and that it is now entitled to file any number of amendments to its articles of incorporation, and to increase its capital stock indefinitely, without paying a further fee to the state.

Whether such contention is true must be determined from the interpretation given section 1610 of the code, as amended by the acts of the Twenty-seventh General Assembly.

The construction of this statute depends largely upon the meaning of the clause—"but in no event shall a fee in excess of two thousand dollars be charged under the provisions of this section."

Was it the intent of the legislature that this clause should be construed to cover the aggregate amount of fees paid at different times by a corporation for the filing of its original articles of incorporation and subsequent amendments thereto increasing its capital stock, or did the legislature intend to limit the amount of the fee which the secretary of state is entitled to charge for a single transaction in the filing of the articles of incorporation or subsequent amendments thereto increasing the capital stock of the corporation?

If the former interpretation is given to this clause, then the contention of the corporation is right. If, however, it was the intention of the legislature to limit the amount of the fee to be charged by the secretary of state for the filing of the original articles of incorporation to \$2,000.00, and to limit the charge for the filing of any subsequent amendment thereto increasing the capital stock of the corporation to \$2,000.00, and not to limit the aggregate fees which the secretary of state is authorized to charge for separate and



distinct transactions, then the contention of the corporation cannot be sustained.

The statute provides that the corporation must pay to the secretary of state a fee of \$25.00, and \$1.00 per thousand for all authorized stock in excess of \$10,000.00, upon the filing of its original articles of incorporation. The maximum amount of such fee is, however, limited by the clause above quoted, to \$2,000.00, and the secretary of state is entitled to charge a fee of \$2,000.00 for the filing of the original articles of incorporation, if the authorized capital stock in excess of \$10,000.00 is sufficient to bring the fee to that amount. The filing of the original articles of incorporation, and the fee paid therefor, constitutes one transaction.

The statute further provides, "should any corporation thereafter increase its capital stock, it shall pay a fee to the secretary of state of \$1.00 for each \$1,000.00 of such increase, but in no event shall a fee in excess of \$2,000.00 be charged under the provisions of this section."

It will be observed that wherever the fee to be paid is referred to in the section, it is stated in the singular and not in the plural number, in terms which do not include aggregate fees. Thus, in the first clause quoted, it is provided that a fee of \$25.00, and for all authorized stock in excess of \$10,000.00, an additional fee of \$1.00 per thousand shall be paid; and in the last clause above quoted, it is provided, "should any corporation thereafter increase its capital stock, it shall pay a fee to the secretary of state of \$1.00 for each \$1,000.00 of such increase, but in no event shall a fee in excess of \$2,000.00 be charged."

When a corporation files its original articles of incorporation, it must pay a fee therefor, and if it subsequently files an amendment increasing its capital stock, it must pay another fee for the filing of such amendment; each is a separate and independent transaction, for which a separate fee is authorized and required by statute, and in my opinion the clause of limitation applies to each of the fees thus to be charged by the secretary of state, separately, and not to the aggregate amount, which may be paid as fees for such separate transactions.

Under this view, I am compelled to hold that although a corporation may have paid a fee of \$2,000.00 upon the filing of original articles of incorporation, if it subsequently files an amendment to such original articles of incorporation increasing its capital stock, it must pay to the secretary of state a fee of \$1.00 for each \$1,000.00 of such increase, not exceeding the sum of \$2,000.00.

I am therefore of the opinion, in the case submitted, that the Union Pacific Railroad company must pay to the secretary of state the maximum fee of \$2,000.00 upon the filing of the amendment to its articles of incorporation whereby its capital stock is increased \$100,000,000.00 as provided in section 1610 of the code.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

April 13, 1901.

*To Hon. W. B. Martin, Secretary of State.*

STATE NORMAL SCHOOL—Authority of Board of Trustees to Use Money Derived from Certain Tuition Fees for the Purpose of Equipping New Buildings Erected.—The contingent fund provided for in section 2676 of the code cannot be used to equip the new building or to enlarge the present heating plant in order to obtain sufficient capacity to heat the same.

DEAR SIR—Your letter of the 6th inst., requesting an official opinion on the following question, has been referred to me for answer:

You state that 'section 2676 of the code authorizes the board of trustees of the state normal school to 'charge a fee for contingent expenses not to exceed one dollar monthly, and a tuition fee of not more than six dollars a term, if necessary, for the proper support of the institution.'

'May fees derived from the above sources be used to equip the new building now being erected by act of the Twenty-eighth General Assembly, chapter 152, and to enlarge the present heating plant, in order to obtain sufficient capacity to heat the same?'

Chapter 152 of the above act, in making an appropriation for an additional building at the state normal school, provides that 'there be and is hereby appropriated out of any money in the state treasury not otherwise appropriated, to be expended in the erection and equipment of an additional building, the sum of one hundred thousand dollars, or so much thereof as may be necessary.'

In making this appropriation, it must have been clearly the intention of the legislature that the sum so appropriated should cover the entire expense of erecting and equipping said building, as it designates said amount for such specific purpose.

From the reading of the above act, we are led to the conclusion that no other moneys except such as are therein appropriated can be used in equipping said building, certainly not any of the money derived from fees and tuition provided for in section 2676.

That section of the statute makes such fees and tuition a part of the contingent fund, to be used solely for contingent expenses. To equip a new building is not contingent expenses.

Ordinary repairs should be paid out of the contingent fund, but when such repairs assume the magnitude of a rebuilding, or of an expensive addition, they should be charged to the schoolhouse or building fund.

It has been held that the seating of a new schoolhouse could not be paid out of the contingent fund, but should be paid out of the schoolhouse fund.

In *Williams et al. v. Pienny et al.*, 25 Iowa, 438, it was held that the law does not authorize the use of the contingent fund for the erection or completion of schoolhouses, but when the house needs re-seating or other repairs, the cost may be defrayed either from the contingent fund, or from any unappropriated schoolhouse fund in the treasury,

The equipping of a new building is not in the nature of repairs, but is a completion of the new building.

For these reasons, expenses for equipment could not be charged to, or paid out of the contingent fund.

Neither do we think the enlargement of the present heating plant, in order to obtain sufficient capacity to heat this new building, can be paid out of the contingent fund provided for in section 2676 of the code.

The enlargement of the present heating plant is made necessary by the fact that the new building has been erected. This expense is clearly incident to the erection and equipment of the new building, and is not in the nature of repairs.

We are unable to see any distinction between the placing of an entirely new heating plant and the enlarging and extending of the present plant so as to meet the same requirements. Both would be incident to the equipping of the new building, and not in the nature of repairs.

For the reasons above given, we are clearly of the opinion that the contingent fund provided for in section 2676 of the code cannot be used to equip the new building or to enlarge the present heating plant in order to obtain sufficient capacity to heat the same.

Respectfully submitted,

CHAS. A. VAN VLECK,  
*Assistant Attorney-General.*

May 6, 1901.

*To Hon. R. C. Barrett, Superintendent Public Instruction.*

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**SCHOOLS—Instruction to be Given in Vocal Music by Special Teachers—**When instruction is given as stated in the opinion, there is a compliance with the law, and regular teachers under such circumstances would be clearly exempt from passing an examination in the elements of vocal music.

**DEAR SIR—**Your favor of the 6th inst., asking an official opinion on the following question has been referred to me for answer:

“Section 1 of chapter 109, the acts of the Twenty-eighth General Assembly, provides that where instruction is not given in vocal music by special teachers, all teachers shall be required to satisfy the county superintendent of their ability to teach the subject.

“Under present conditions, a large number of cities and towns now employ supervisors, or special teachers. These experts in some places visit the different rooms under their supervision semi-weekly, in others bi-weekly, and in still others only once in three weeks.

“Where instruction is given as above, is there a compliance with the law, and may regular teachers be excused from examination?”

From a careful reading of the section above referred to, we are led to the conclusion that where a special teacher is provided to instruct in the elements of vocal music, this clearly exempts those teachers in general charge of such schools from satisfying the county superintendent of their ability to teach the elements of vocal music in a proper manner.

The question of the number of times such special teacher may instruct in such schools in the elements of vocal music, is one to be determined by the board of directors, and clearly can have no bearing upon the question of the examination of the other teachers, who instruct in other branches. The fact

that a special teacher is provided for the purpose of teaching the elements of vocal music, we believe clearly exempts such other teachers from furnishing proof of ability to teach that branch.

We are therefore of the opinion that when instruction is given, as stated in your inquiry, there is a compliance with the law, and that regular teachers under such circumstances would be clearly exempt from such examination.

Respectfully submitted,

CHAS. A. VAN VLECK,  
*Assistant Attorney-General.*

May 7, 1901.

*To Hon. R. C. Barrett, Superintendent of Public Instruction.*

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BUREAU OF LABOR STATISTICS—Whether it is advisable to send out blanks, provided for in section 2474 of the code, more than once during the biennial period is a matter of discretion with the commissioner.

DEAR SIR—I am in receipt of your favor of the 31st ultimo, in which you ask my opinion as to the construction of section 2474 of the code.

This section must be taken in connection with section 2470, in determining the duties of the commissioner of labor statistics in collecting information with reference to the industries of the state.

Without going into a lengthy discussion of the questions involved, I will say that the statute does not provide when, or how frequently it is the duty of the commissioner to obtain information as to the labor statistics of the state, except that he must obtain such information in time to embody it in his biennial report to the governor.

The intent of the statute is that the commissioner shall collect, assort and systematize all of the information which he is able in relation to the commercial, social, educational and sanitary condition of the laboring classes of the state during his term of office, and in time to embody such information in his biennial report.

Whether it is desirable to send out the blank provided for in section 2474 of the code more than once during the biennial period, is a matter which he must determine in his sound discretion and judgment, as there is no statutory requirement in relation thereto.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

June 1, 1901.

*To Hon. C. F. Wennerstrum, Commissioner Bureau Labor Statistics.*

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COLLATERAL INHERITANCE TAX—From an examination of the will of Francis G. Boyd, it is held that the fourth paragraph thereof makes a bequest to charity and is therefor not liable to the payment of a collateral inheritance tax.

DEAR SIR—I have given the fourth paragraph of the will of Francis G. Boyd, of Clinton, careful consideration, and made an examination of the authorities bearing upon the question involved, for the purpose of determining whether the bequest contained in that paragraph is one for a charitable purpose, and exempt from the payment of the collateral inheritance tax, under the provisions of section 1467 of the code.

The weight of authority is: That where a bequest is made for a purpose which benefits the general public, it falls within the definition of charity.

In the case *In re Vaughan*, 33 Chancery Division, 187, North, J., delivering the opinion of the English court of chancery, holds that a bequest to keep a churchyard in repair is a charitable bequest.

This case has been cited and approved in numerous American decisions.

In *Wolford v. Crystal Lake Association*, 54 Minn., 440, the supreme court of Minnesota recognizes the principle as being sound, and substantially holds the same doctrine.

The only case I have been able to find which can be said to tend to the establishment of a different principle, is a Massachusetts case in which a cemetery association was held liable for a tort, on the ground that it was not a charitable organization.

The question involved here, however, was not in the Massachusetts case, as it may well be true that a cemetery association is not a charitable organization, and yet, a bequest made to such association, for the benefit of the public, be a charitable bequest, which can be held and administered by the association.

In the case under consideration, it is probably true that the Oakland Cemetery association is not, strictly speaking, a charitable organization. It may, however, take and hold a gift or bequest to charity, and if the execution thereof falls within the powers of such organization, it may carry into effect such gift or bequest.

The bequest under consideration is for the purpose of beautifying the grounds of Oakland cemetery. The public will be benefited by its expenditure, as directed in the will, as it is a recognized duty of all communities to improve and beautify their cemeteries. The execution of the bequest, and its expenditure as directed in the will, come within the powers of the association.

I am therefore of the opinion that the judgment of the district court, holding the bequest is to charity, and not liable to pay the collateral inheritance tax, is correct, and that the interest of the state will not be subserved by an appeal to the supreme court.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

June 10, 1901.

To Hon. G. S. Gilbertson, Treasurer of State,

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BOARD OF DENTAL EXAMINERS—Expenses of—All costs, outlay and charges which are necessarily incidental to the perform-

ance by the board of the duties imposed upon them, under chapter 91, acts of the Twenty-eighth General Assembly, are included in the term "expenses".

DEAR SIR—In answer to your personal request for an opinion from this office as to what may reasonably and necessarily be included in the clause "with the actual expenses incurred by him in the discharge of such duties," appearing in section 7, chapter 91, acts of the Twenty-eighth General Assembly, relating to the board of dental examiners and the practice of dentistry, we have to say:

We are of the opinion that all costs, outlay and charges which are necessarily incidental to the performance by the board of the duties imposed upon them under this chapter are included in the term "expenses."

Webster defines the word "expenses" to mean "cost, outlay, charges, etc." As to what is necessary and reasonable cost, outlay and charges in the performance of your duties, we are of the opinion that the railroad fare, hotel bills, cost or outlay for books and stationery, actually expended in going to and from your place of meeting and the carrying out of the duties imposed upon you by this chapter, are included therein.

You further inquire, "Is it the duty of the secretary and treasurer of the board to take the records, financial and otherwise, to and from the different places of meeting?"

Section 4 of the above chapter requires that a book of registration shall be kept by the secretary in his office, which shall be open to inspection of the public. In no other part of said chapter do we find anything said as to where other books of the board shall be kept. It is the rule and custom of all boards of this character, to keep the books used in the performance of their duty at the office of the secretary, and we can see no reason why any different rule should apply to this board. The secretary's office is the proper place for keeping the records of the board, and we think it would not be wise for such board to carry the records about with them from place to place where they hold their meetings.

You also ask "Is the board expected to correct the examination papers at the time and place of examination, or at home?"

We think this is clearly a matter of discretion with the board, as to whether they examine and mark the papers at the place of examination, or not until they have returned home. The above chapter is silent as to this, and it is our opinion that it is a matter left entirely within the discretion of the board.

Again, you ask "When is the biennial report of the treasurer to be made?"

Subdivision 5 of section 122 of the code provides that the biennial report of the board of dental examiners shall be laid before the governor on or before November 15th, in odd numbered years.

Respectfully submitted,

CHAS. A. VAN VLECK,  
*Assistant Attorney-General.*

June 21, 1901.

*To Dr. F. A. Lewis, Secretary and Treasurer State Board of Dental Examiners.*



**ATTORNEY'S FEES**—Such fees should be paid by the state, as well as court costs, where such costs and fees are incurred in a prosecution for the violation of section 4897, as provided by chapter 128, acts of the Twenty-eighth General Assembly.

DEAR SIR—I have examined the certificate of the clerk of the district court of Jones county as to the fees and costs taxed in the case of the *State of Iowa v. Thomas King*, who was indicted for escaping from the penitentiary, and the affidavits of the county attorney and attorney for defendant attached thereto, and am of the opinion that the bill should be paid in full.

Chapter 128 of the acts of the Twenty-eighth General Assembly provides that all costs and fees incurred in prosecutions for violation of section 4897 of the code, shall be paid out of the state treasury from the general fund, where the prosecution fails, or where such fees and costs cannot be made from the person liable to pay the same.

In the case of the *State v. King*, the certificate of the clerk shows that it is impossible to collect any part of the costs from the defendant. They are therefore certified by the clerk of the district court to the auditor, under the provisions of chapter 128.

I think the phrase—'all costs and fees incurred in prosecution, etc.' in section 1 of said chapter includes attorney's fees fixed by the court to be paid to the attorney appointed to defend in the case.

The provisions of section 2, which provides that the clerk of the district court shall certify to the state auditor the amount of fees or costs incurred in each case, etc., indicates that the purpose of the legislature was to include attorney's fees as a part of the cost of the prosecution of such cases. The purpose of the statute is to relieve the counties in which the state penitentiaries are located from the burden of paying the costs of the prosecution of this character, and to put such burden upon the state at large.

Persons confined in the state penitentiaries are wards of the state, and the state, and not the county in which the penitentiary is located should bear the expense incurred in caring for the persons so confined, or in prosecuting them for escaping or attempting to escape from the prison in which they are confined.

No reason can be assigned why the county in which one of the penitentiaries of the state is located should pay either the court costs or the attorney's fees, in an action against a defendant for escaping or attempting to escape from prison. Both are necessary expenses incurred in prosecuting such action. The legislature, by chapter 128 of the acts of the Twenty-eighth General Assembly, has undertaken to relieve such county from the payment of such expenses, and such construction should be given to the language of the act, if it can be done, as will carry out the intent of the legislature.

I am therefore of the opinion that attorney's fees should be paid by the state, as well as what are strictly known as court costs.



In accordance with the provisions of chapter 123, therefore, you should draw your warrant on the treasurer for the amount of the claim.

Respectfully submitted,

CHAS. W. MULLAN.  
*Attorney-General.*

June 22, 1901.

*To Hon. Frank F. Merriam, Auditor of State.*

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**SURVEY AND RE-SURVEY OF PUBLIC LANDS—**(1) The lands described in the opinion, for which patents are asked, are not of the class claimed by the state under its right of sovereignty in lakes and lake beds within its territory, and a re-survey thereof, or patents issued therefor, do not conflict with the position maintained by the state as to its ownership of lakes and lake beds, which were correctly meandered by the original government survey.

(2) It is held that the Chicago, Milwaukee & St. Paul railway is entitled to lands described in paragraph two of the opinion, which are included within the railway grant, from the general government, and were erroneously included from the original government survey.

(3) Clay county is entitled, under the Swamp Land Grant from the government, to certain lands described in paragraph three of the opinion, which are excluded in such re-survey.

No patent has yet been issued to the state by the government for any of these lands.

SIR—I beg to report that I have made a careful examination of the evidence offered as to the original and re-survey of lands by the government in townships ninety-six (96) and ninety-seven (97), ranges thirty-four (34) and thirty-five (35), west of the fifth principal meridian, for a re survey of which an application was made to the commissioner of the land office, and a re-survey thereof made under the direction of the commissioner in the months of May and June, 1900, and have found the following facts, with my conclusions thereon, to wit:

*First.*—I find that a mistake was made in the meander lines of the original survey of said lands. These lines do not follow the shores of any body of water, and a considerable amount of dry tillable lands were excluded from the original survey by reason of such mistake. The lands thus excluded are not lakes or lake beds, and were erroneously included with Trumbull and Lost Island lakes, and bounded by the meander lines of such survey. No reason exists why such mistake in the original survey should not be corrected, and patents to said lands be issued from the state to the parties entitled thereto. The lands for which patents are asked are not of the class claimed by the state under its right of sovereignty in lakes and lake beds within its territory, and a re-survey thereof, or patents issued therefor

do not conflict with the position maintained by the state as to the ownership of lakes and lake beds, which were correctly meandered by the original government survey.

*Second.*—I find that the Chicago, Milwaukee & St. Paul Railway is entitled to the following lands, which are included within the railway grant from the general government, and were erroneously excluded from the original government survey.

Lots numbered six (6), seven (7), eight (8), nine (9) and ten (10), the southeast quarter of the northeast quarter, the southwest quarter of the southeast quarter, and the east half of the southeast quarter of section nineteen (19); lots numbered nine (9), ten (10) and eleven (11), in section twenty-nine (29), all in township ninety-seven (97), range thirty-four west of the fifth principal meridian.

Lots five (5), six (6), seven (7) and nine (9), in section one (1); lots five (5) and six (6) in section (11); lots four (4) and five (5) in section thirteen (13), all in township ninety-six (96), range (35), west of the fifth principal meridian.

Lots five (5) in section twenty-three (23); lots five (5) six (6) and seven in section twenty-seven (27); lots seven (7) and (8), in section thirty-five (35), all in township ninety-seven (97), range thirty-five (35), west of the fifth principal meridian.

A patent has been issued by the government to the state for the lands in township ninety-seven (97), range thirty-four (34) aforesaid, and no reason exists why the state should not at once issue its patent to the railway company for these lands.

No patent has as yet been issued by the government to the state for lands in townships ninety-six (96) and (97), range thirty-five (35), and the patent from the state to the railway company should not issue until such lands are patented to the state by the government.

*Third.*—I find that Clay county is entitled, under the Swamp Land Grant from the government to the following described lands, which are included in such re-survey, namely:

Lots eight (8), ten (10) and eleven (11), in section one (1), the east one-half ( $\frac{1}{2}$ ) of the southeast one fourth ( $\frac{1}{4}$ ) and lots seven (7) and eight (8) of section eleven (11); lots five (5) and six (6) of section twelve (12); lots four (4) and five (5) of section fourteen (14), all in township ninety-six (96), range thirty-five (35), west of the fifth principal meridian.

Lot eleven (11) in section twenty-five (25); lots four (4), five (5) and six (6) in section twenty-six (26); lot five (5) in section thirty-four (34), and lot six (6) in section thirty-five (35), all in township ninety-seven (97), range thirty-five (35), west of the fifth principal meridian.

No patent has as yet been issued to the state by the government for any of these lands, and the patent from the state to Clay county should not issue until the state receives its patent from the government.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

July, 3, 1901.

*To the Honorable Leslie M. Shaw, Governor of Iowa.*

**CLAIM OF THE STATE OF IOWA UPON THE UNITED STATES FOR INTEREST UPON BONDS ISSUED IN 1860—(1)** It is held that the state, at the time of the payment of the interest upon its war bonds, and for at least six years after the last payment of such interest made, had a valid claim against the United States for the interest so paid upon its war bonds, which could have been enforced against the government.

- (2) It is doubtful whether such claim is now barred by the statute of limitations.
- (3) No authority is lodged in the governor, executive council, or other body to employ and compensate counsel for prosecuting a claim of this character against the United States.

SIR—Replying to your favor of the 22d ult., in which you ask my opinion upon the following questions:

*First.*—“Has the state of Iowa any claim upon the United States for interest paid by the state upon bonds issued in 1861, and paid in 1881, such bonds being issued in aid of the government in prosecuting the war against the insurgent forces in arms against the United States?”

*Second.*—“If the state has such claim, is there any authority lodged by law in the governor or executive council or any other body to employ and provide for compensating counsel for prosecuting the claim?”

I respectfully submit the following opinion:

*First.*—Nearly all of the northern states raised large amounts of money, either by bonds or taxation or both, in 1861 and 1862, for the purpose of aiding the federal government in enlisting and equipping soldiers for the war of the rebellion. This was done pursuant to an act of congress of July 27, 1861, which provided that the secretary of the treasury was directed out of the money in the treasury, not otherwise appropriated, to pay to the governor of any state, or his duly authorized agents, the costs, charges and expenses properly incurred by such states for enrolling, subsisting, clothing, supplying, arming, equipping, paying and transporting its troops employed in aiding to suppress the insurrection against the United States.

By a joint resolution of congress, approved March 8, 1862, it was declared that this act of congress should be construed to apply to expenses incurred as well after as before the date of the approval of the act.

The state of Iowa expended in equipping, clothing, arming and subsisting its troops, enlisted in aid of the general government, something over one million of dollars, for which interest bearing bonds were issued by the state, as there was no available money in the treasury with which to pay such expenditure.

A large portion of this sum has since been repaid by the general government to the state, but the interest upon what are known as the war bonds has never been allowed or paid.

An almost identical condition obtains in many other states of the Union.

A claim of like character was transmitted by the secretary of the treasury to the court of claims on the third day of January, 1889, by the state of New York against the general government, for interest upon money used by that state in arming, equipping, clothing and subsisting its soldiers.

This claim of the state of New York was allowed by the court of claims, and an appeal was taken from the decision of that court to the supreme court of the United States, the case being reported in the 160 United States Report at page 598.

Without going into detail as to all of the questions raised and passed upon by the court in that case, it is sufficient to say that the claim of the state of New York was upheld by the United States supreme court in every point and its claim for interest paid upon money borrowed by the state to pay for the expense of equipping, arming, clothing, and subsisting its soldiers, enlisted in defense of the general government, was held to be a valid claim against the United States.

In passing upon the question, Judge Harlan said:

"We cannot doubt that the interest paid by the state on its bonds, issued to raise money for the purposes expressed by congress, constitutes a part of the cost, charges, and expense properly incurred by it for those objects. Such interest when paid became a principal sum as between the state and the United States,—that is, became a part of the aggregate sum properly paid by the state for the United States. The principal and interest so paid constitutes a debt from the United States to the state. It is as if the United States had itself borrowed the money through the agency of the state."

I can see no reason why the principles enunciated by Judge Harlan, upon which the New York case was decided, do not apply with equal force to the claim of the state of Iowa for the interest paid by it upon bonds issued to raise money to arm, equip, and subsist soldiers furnished the general government, to aid in suppressing the rebellion. The decision in the New York case is, in my judgment, conclusive as to the validity of the claim of the state of Iowa for such interest.

I am, therefore, of the opinion that the state, at the time of the payment of the interest upon its war bonds, and for at least six years after the last payment of such interest was made, had a valid claim against the United States for the interest so paid upon its war bonds, which could have been enforced against the government.

*Second.*—The serious question arising as to the enforcing of such claim against the United States at the present time is whether the claim of the state is now barred by the statute of limitations. The last of the war bonds, and interest thereon, was paid by the state in 1881. Prior to 1894 the state had filed its claim against the government for its costs and expenses in enlisting, arming, and equipping its soldiers, for the sum of \$1,095,303.09. By the report of the committee on war claims, submitted to congress February 28, 1895, \$1,062,453.84 of the claim was allowed, and afterward paid by the United States to the state of Iowa, leaving an unpaid balance of the claim then made by the state against the government of \$32,849.25.

No claim appears to have been made against the government for the interest paid upon the war bonds, and the question of the validity of such

## REPORT OF THE ATTORNEY-GENERAL.

erefore, never been passed upon by any of the departments or United States.

89, of the Revised Statutes of the United States, provides:

Every claim against the United States cognizable by the court of shall be forever barred, unless the petition, setting forth a nt thereof, is filed in the court, or transmitted to it by the sec- of the senate, or clerk of the house of representatives, as pro- y law, within six years after the first claim accrues."

te was held in the case of the United States against New York affect claims which had been filed with an executive depart- state, although such claims did not reach the court of claims rs after the same accrued.

e decision in the New York case, the accounting officers of the artment were disallowing and refusing to pay all claims for by the states for money borrowed upon bonds, or otherwise, for f arming and equipping their soldiers, and prior to that time it ved by the state of Iowa, or other northern states, that any against the government existed for the repayment of such

l settled rule of law that laches is an equitable defense, con- utable considerations, and varies with the peculiar circum- ch case. Unless it is shown that owing to the neglect of the some right or advantage has been lost to the defendant, a lapse very little consequence. The rule is stated strongly and tersely *Van Dyke*, 37 New Jersey Equity, 130, as follows:

is only when the complainant has slept over his wrong: so long at and serious wrong will be done to the defendant, that laches nstitute a complete de ense. Here the parties are in almost the same position now that they were at the time the wrong, ch redress is sought, was done, and relief may be given to the inant without doing any harm whatever to the defendant."

iple was recognized in the case of *United States v. New York*,

decision of that case, many other states have filed their claims general government, and are now prosecuting the same with belief that the United States courts will finally hold that the ntations, above quoted, does not apply to this class of claims. tably true of Pennsylvania, which has a very large claim now ich stands exactly in the position of the claim of the state of

depends upon the view taken by the courts as to whether a com- ld be barred from prosecuting his claim by reason of laches, udgment, the facts in this case warrant the prosecution of the tate against the government, for the interest paid upon its war not feel justified in taking the responsibility under the circum- ing that the United States courts will hold that the claim of the d by the statute of limitations, because of the laches of the cuting the same, and for that reason no effort should be made n claim.

*Third.*—As to the question whether any authority is lodged by law in the governor, executive council or other body, to employ and provide compensation for counsel for prosecuting the claim, I am of the opinion that no authority is lodged in the governor, executive council or other body to employ and compensate counsel for prosecuting a claim of this character against the United States.

The claim against the government should be prepared and filed by the executive department of the state. It then becomes the duty of the attorney-general to appear in behalf of the state to prosecute such claim, and if it is thought desirable to employ additional counsel to assist him in its prosecution, a provision for such assistant counsel, and their compensation, must be made by the legislature, as no power is lodged elsewhere under which a contract can be entered into for the employment or payment of such additional counsel. Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

July 9, 1901.

*To the Hon. Leslie M. Shaw, Governor of Iowa.*

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**FEEs FOR FILING ARTICLES OF INCORPORATION**—The corporation mentioned in the opinion does not fall within the exemption provided for in section 1637, and it must file with the secretary of state a certified copy of its articles of incorporation, pay the statutory fee, and receive a permit, before it is entitled to carry on its business within the state.

**SIR**—In response to your request for my opinion as to whether the American Grain Purifier Constructing company should pay the fees provided in section 1637 of the code, for filing a certified copy of its articles of incorporation with the secretary of state, and receiving from the secretary a permit to transact business in the state of Iowa, I submit the following opinion:

All corporations seeking to do business within the state of Iowa, by filing certified copies of their articles of incorporation with the secretary of state, and receiving from him a permit to transact business within the state, must pay statutory fees, except such corporations as are specifically exempted from the payment thereof by the provisions of section 1637 of the code.

Does the corporation referred to come within the exception named in section 1637?

The language of the section is as follows:

“Any corporation for pecuniary profit, other than for carrying on mercantile or manufacturing business, organized under the laws of another state, or of any territory of the United States, or of any foreign country, which has transacted business in the state of Iowa since the first day of September, 1896, or desires hereafter to transact business in this state, and which has not a permit to do such business, shall file with the secretary of state a certified copy of its articles of incorporation, duly attested, accompanied by resolution of its board of directors or stockholders, authorizing the filing thereof, and also authorizing service of process to be made upon any of its officers, or

agents in this state, engaged in the transaction of its business, and requesting the issuance to such corporation of a permit to transact business in this state; said application to contain a stipulation that such permit shall be subject to the provisions of this chapter. Before such permit is issued the said corporation shall pay to the secretary of state the same fee required for the organization of corporations in this state, and if the capital of such corporation is increased it shall pay the same fee as is in such event required of corporations organized under the law of this state. \* \* \*."

The exception provided for in the statute is intended to apply only to corporations carrying on a mercantile or manufacturing business outside of the state, which desire to ship into the state, and sell their goods or manufactured products; the purpose of the exception is to permit such corporation to ship into the state and sell their goods or manufactured products without filing a certified copy of their articles of incorporation with the secretary of state, or obtaining a permit to transact that class of business within the state.

When, however, any corporation, organized under the laws of another state, or of a territory of the United States, or of a foreign country, except corporations organized exclusively for the purpose of carrying on a mercantile or manufacturing business, desires to enter the state, and transact its business therein, such corporation must file a certified copy of its articles of incorporation with the secretary of state, pay the statutory fee therefor and receive a permit from the secretary, before engaging in the transaction of its business within the state.

I think it is also true that the exception provided for in the statute applies only to corporations organized for the purpose of carrying on an exclusive mercantile or manufacturing business, and if the corporation is organized for the purpose of carrying on or conducting any other class of business, although the same may be connected with mercantile or manufacturing business, such corporation does not fall within the exemption of the statute; and if it desires to transact its business within the state it must file a certified copy of its articles of incorporation with the secretary of state, pay the statutory fee and receive from him a permit to transact business within the state.

In saying this, however, I do not intend to be understood as holding that such a corporation might not ship its goods or manufactured products into the state, and sell them here, without filing with the secretary of state a certified copy of its articles of incorporation, and receiving from him a permit so to do.

The American Grain Purifier Constructing company is not a corporation organized outside of the state of Iowa for the purpose of carrying on an exclusive mercantile or manufacturing business, which simply desires to ship its goods or manufactured products into the state for the purpose of selling them therein; it is a corporation which desires to enter the state for the purpose of transacting its ordinary business.

The purpose and business of the corporation is set forth in the second article of its articles of incorporation as follows:

"The purpose for which this corporation is formed is to manufacture and sell a patent grain purifier and dryer; to acquire, own, sell and dispose of patents pertaining thereto, or any right therein; to



, manufacture, sell, lease or otherwise dispose of the right to  
 ct all our patent purifiers and dryers; to purify grain, and to  
 perform all acts necessary in the business of purifying grain,  
 manufacturing grain purifiers and dryers, and selling or acquiring  
 pertaining to purifiers and dryers, or to sell or otherwise dis-  
 the manufactured product of this company, or of any right,  
 e or in part, in and to the patents now owned by this com-

provision of its articles of incorporation the company has the  
 manufacture and sell its patent grain purifier and dryer. It also,  
 s to itself the right to acquire, own, sell and dispose of patents  
 such grain purifier and dryer, or any right therein; also to  
 otherwise dispose of the right to construct or use patent puri-  
 rs; to acquire and sell patents pertaining to purifiers and dry-  
 ght in whole or in part, to the patents owned by the company.  
 ay, coupled with its right to manufacture and sell patent grain  
 dryers, the corporation is organized for the purpose of selling  
 person or persons the right to manufacture and sell its grain  
 dryers, within any designated territory of the state of Iowa,  
 any person or persons any or all of its patents pertaining to  
 dryers, or any right, in whole or in part, to the patents owned  
 ny.

fore, clear that the corporation does not fall within the exemp-  
 for in section 1637, above quoted, and that it must file with the  
 state a certified copy of its articles of incorporation, pay the  
 provided therefor and receive a permit from the secretary of  
 ct its business within the state, before it is entitled to carry on  
 herein.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

901.  
 W. B. Martin, *Secretary of State.*

MISSIONER.—So far as section 2523 of the code refers  
 testing of milk by operators of creameries, cheese or  
 d milk factories, the word "milk" includes "cream."

g to acknowledge receipt of your request of this date, in which  
 opinion:

Q.—"Does the word 'milk' therein contained (section 2523 of  
 e) include the word 'cream'?"

A.—In my opinion, so far as the section refers to the testing of milk by  
 creameries, cheese or condensed milk factories, the word "milk"  
 includes "cream." Wherever a test is made either of milk or cream, it must  
 be made as provided in section 2523 of the code.

In answer to your second and third inquiries, which I do not deem nec-  
 essary to answer in full, I will say that under section 2523 operators of cream-  
 eries or condensed milk factories, whenever a test of the quality of

milk or cream is made, are required to use such appliances and tests as shall be clear oil, free from any foreign substance, and produce correct measurements of butter fat.

The kind or character of the appliance used for this purpose is within the discretion of the dairy commissioner, the statute requiring that every such appliance so used for testing milk or cream, must be certified by him as an approved appliance for making such measurements, before the same can be used by operators.

The statute practically leaves the character of the implement used in making such tests, and the manner in which such tests shall be made within the control of the dairy commissioner, and any appliance which gives a correct measurement, which has been approved and certified by him, can be lawfully used in making such tests.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

July 15, 1901.

*To the Hon. B. P. Norton, Dairy Commissioner.*

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**COLLATERAL INHERITANCE TAX—Interest Thereon—**It is held that the interest which accrues upon the estate, after the death of the testator or intestate, and before the distribution, is not liable to pay the collateral inheritance tax.

SIR—In response to your inquiry as to whether interest accumulations, upon property liable to pay a collateral inheritance tax, which accrues after the death of the testator or intestate, and before the property is distributed, is liable to pay collateral inheritance tax, I submit the following opinion:

Our statute, providing for the collection of a collateral inheritance tax, is modeled after the statutes of New York and Pennsylvania, and in determining the interpretation which our courts will give the statute, we naturally turn to see what construction has been placed upon similar statutes in those states.

The question submitted arose early in Pennsylvania, and in *Miller's Estate*, reported in Pennsylvania County Court Reports, at page 522, it was held that accumulations of interest, after the death of the decedent, and before the distribution to the heirs, was not liable to pay the collateral inheritance tax.

The court in that case said:

"Collateral inheritance tax is imposed only upon the estate owned by the decedent at the time of his death, and not upon interest or income subsequently arising."

This doctrine was subsequently adhered to by the supreme court of Pennsylvania, in *Williamson's Estate*, 153 Pa. St. Report, page 508, in which it is stated:

"The orphans' court was also in error in holding that our decision *In re Williamson's Estate*, 143 Pa., 150, subjects the income for the first year to the collateral inheritance tax. This tax fastens upon so much of the estate as passes to collaterals as it stands at the death of

the testator. It comes out of the corpus of the gift, upon its descent or transmission upon the death of the former owner to the beneficiary. Income accruing subsequently comes not from the testator, but from the property held by, or for the use of the legatee or other beneficiary, and is not to be distinguished from income derived by the same persons from any other source."

In *Matter of Will of Vassar*, reported in the 127 New York, at page 1, the court of appeals of New York squarely holds that interest accruing after the death of the testator, and before distribution, is not chargeable with collateral inheritance tax. The court in passing upon the question says:

"The better and more reasonable construction of the statute is that the property of which the person died seised or possessed is subject to the tax; that the increase or interest thereafter obtained by the executors is property of which the testator was not seised or possessed at the time of his death; that the property should be appraised, and the tax assessed as soon after death as practicable, and that the tax should then become immediately due and payable; the provision for charging interest thereon in case it is not paid is in lieu of any increase or interest that may be derived from the estate by the executors."

Substantially the same provision found in the New York statute, relating to the charging of interest for the non-payment of the collateral inheritance tax, if not paid within the time fixed by the statute, was enacted in our own statute on the subject, in these words:

"All taxes imposed by this chapter shall be payable to the treasurer of state, and those which are made payable by executors, administrators or trustees, shall be paid within fifteen months from the death of the testator or intestate, or within fifteen months from assuming of the trust by the trustee, unless a longer period is fixed by the court. All taxes not paid within the time prescribed by this act shall draw interest at the rate of eight per centum per annum until paid."

By this provision the legislature has imposed a penalty of eight per cent per annum upon all property liable to pay the collateral inheritance tax, if the same is not paid within fifteen months. One of the purposes of such provision is to compel the payment of such penalty in lieu of any increase or interest that may be derived from the estate by the executor or administrator.

Under the holding of these cases, decided upon a statute almost identical to ours, both in New York and Pennsylvania, I am very clear that the interest which accrues upon the estate after the death of the testator or intestate, and before the distribution, is not liable to pay the collateral inheritance tax, and our courts will so hold when they are called upon to pass upon the question.

Under section 5 of chapter 51 of the laws of the Twenty-eighth General Assembly the entire estate, subject in whole or in part to the payment of the collateral inheritance tax, should be appraised for the purpose of computing such tax, by the collateral inheritance tax appraisers. From the value so fixed by the appraisers, the debts of the decedent, as defined in section 1 of this chapter, should be deducted, and the computation of the collateral inheritance tax made upon the amount of the value of the estate, after such debts are deducted, without adding accumulated interest.

The case of *Hooper v. Shaw*, 176 Mass., has sometimes been cited as holding a doctrine contrary to that herein expressed, but a careful reading of that case will disclose that the question whether interest accruing upon property in the hands of an executor or administrator, after the death of the testator or intestate, and before distribution, was liable to pay collateral inheritance tax, was not involved in the decision of that case, the issue determined by the court being as to whether the United States legacy tax should be deducted as a debt before computing the state collateral inheritance tax, and while the court has used language which possibly might be construed as adhering to a different doctrine, I cannot regard the case as authority against the rule laid down by the New York and Pennsylvania courts.

Another rule of construction which obtains as to statutes of this character, and which leads me to the conclusion arrived at, is that taxes imposed by the collateral inheritance acts are special and not general.

*In Matter of McPherson*, 104 New York, 306.

And it is the rule that special tax laws are to be construed strictly against the government, and favorable to the taxpayer; that a citizen cannot be subject to special burdens without clear warrant of law.

*Dos Passos on Collateral Inheritance Taxes*, 41

*Matter of Enston*, 113 New York, 174.

This, I believe, covers the question submitted to me for my opinion.

Respectfully submitted,

CHAS. W. MULLAN,  
Attorney-General.

July 20, 1901,

To Hon. G. S. Gilbertson, Treasurer of State.

BUREAU OF LABOR STATISTICS—No use should be made of names of individuals, firms, or corporations supplying information obtained under the authority vested in the commissioner by section 2472.

SIR—You ask our opinion as to whether the information obtained through inspection provided for in section 2472 of the code, is such information as is deemed confidential, and the publication of the names of individuals, firms, or corporations is prohibited by section 2475 of the code.

Our answer to this inquiry must be in the negative. In order to answer this question intelligently, it is necessary that we consider the entire chapter 8, relative to the creation and duties of the commissioner of labor statistics.

Section 2470 defines the duties of the commissioner, and specifies the kind and class of information which it is his duty to collect, assort, systematize, and present in his report to the governor.

Section 2474 provides that such information shall be furnished upon request of the commissioner.

Section 2471 vests the commissioner with power to secure such information, when not otherwise furnished, by the issuance of subpoenas, administering oaths, and taking testimony of witnesses.

Section 2472 also furnishes another means of obtaining such information, where the commissioner is unable to procure the same under section 2474 or 2471.

Neither of the last above mentioned sections provides for any other class of information to be obtained by the commissioner than that specified in section 2470. This last mentioned section enumerates and specifies all of the information which the commissioner is required to collect, assort, systematize, and present in his report.

Sections 2471, 2472, and 2474 only provide the means, or vests the commissioner with certain powers, by which he may obtain such information.

Section 2475 clearly prohibits the use of the names of individuals, firms, or corporations, in supplying information called for by sections 2470 and 2471.

It certainly could not have been the intent of the legislature to permit the use of confidential information obtained by the means provided in section 2472, and prohibit its use when obtained either under section 2474 or 2471.

The real purpose and intention of the legislature in prohibiting the use of information is because the same is in its nature deemed confidential. Such information is as much confidential information when obtained under the power vested in the commissioner by section 2472, as it would be if obtained by either of the other methods.

We, therefore, are clearly of the opinion that no use should be made of names of individuals, firms, or corporations, supplying the information obtained under the authority vested in the commissioner by section 2472.

Respectfully submitted,

CHAS. A. VAN VLECK,  
*Assistant Attorney-General.*

July 22, 1901.

*To Hon. C. F. Wennerstrum, Commissioner Bureau of Labor Statistics.*

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IOWA STATE COLLEGE—Expenses of Trustees—The board of trustees of such college cannot use any portion of the appropriation made by chapter 152 of the acts of the Twenty-eighth General Assembly for the expenses to be incurred on a proposed trip to inspect college buildings in the East.

SIR—You ask our opinion as to whether the board of trustees of the Iowa State college can make an appropriation for the expenses incurred on a proposed trip to inspect college buildings in the East, for the purpose of enabling them better to prepare plans for a new building to be asked for at the next session of the legislature.

The appropriation to the Iowa State college by section 1, chapter 152, acts of the Twenty-eighth General Assembly, was made for certain specific purposes, viz:

“For repairs, general improvements, current expenses, and additional support.”

To hold that expenses incurred in the manner specified in your inquiry could be paid out of the above appropriation, would be giving an interpretation to the specified purposes therein mentioned which the rules of interpretation do not justify.

Such expenses not coming within the above mentioned specific purposes, we are clearly of the opinion that they cannot legally be paid out of said appropriation. Respectfully submitted,

CHAS. A. VAN VLECK,  
*Assistant Attorney-General.*

August 17, 1901.

*To J. B. Hungerford, Chairman Board of Trustees, Iowa State College.*

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**INSURANCE POLICIES**—The clause contained in lines 31 to 40 inclusive in the printed portion of what is known as Iowa Standard Policy, should be eliminated from all fire insurance policies within the state of Iowa.

SIR—I have examined what is known as the Iowa Standard Policy, with reference to the clause contained in the printed portion of the policy embraced in lines 31 to 40 inclusive, which provides that in case the policy holder obtains other additional insurance, which is permitted by the policy, and such insurance shall not be valid and collectible, the obtaining of such insurance shall be held to be an election on the part of the insured to cancel the policy, and the same shall stand canceled from the time such invalid insurance is obtained, and the insured shall be entitled to receive upon return of the policy to the company, the unearned premium from the date of surrender.

I can put no other construction upon this provision than that which its language imports. That is, that the insurance company and the policy holder agree that if such invalid insurance is obtained by the policy holder, the previous policy held by him under his contract of insurance shall at once be canceled, and he loses all right to recover thereunder.

The clause is certainly a remarkable one, and one which in my judgment should be eliminated from all fire policies within the state of Iowa. I can see no particular benefits which will accrue to the insurance company by the retention of the clause, and clearly see many hardships which may be sustained by the policy holders if the clause is permitted to remain.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

August 22, 1901.

*To Hon. Frank F. Merriam, Auditor of State.*

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**IOWA STATE COLLEGE**—Use of Funds Appropriated for Support of Experiment Station.—The experiment station is a department and part of said college. The board of trustees may legally use such portion of the money appropriated by section

chapter 152 of the laws of the Twenty-eighth General Assembly as is, in their judgment, required to meet the current expenses and support of such department.

It is held that the trustees may also use the annual appropriation granted by section 2674 of the code for the purpose of meeting the current expense of the experiment station.

On the 23d of July, asking for my opinion and construction of chapter 152 of the laws of the Twenty-eighth General Assembly of the legality of using funds appropriated by section 2674 of the code, the request is as follows, —

*Resolved* that we, the board of trustees of the Iowa State College of Agriculture and Mechanic Arts, hereby request the Attorney-General to render a decision as to the legality of using funds appropriated by section one of chapter 152 of the laws of the Twenty-eighth General Assembly for the support and current expenses of the experiment station, and also the legality of using funds appropriated by section 2674 of the code of Iowa in the same manner, —

and some time ago, and I have delayed answering the same for

The letter was received during my absence from my office in Des Moines. It was necessary that I have access to the records of that office to render an opinion upon the questions involved:

I find that my predecessor, Mr. Remley, for whose legal opinion I have high regard, rendered an opinion which is somewhat in conflict with the conclusions I have reached.

After careful consideration of the matter in all its various phases, I have arrived at the following opinion in response to the resolution of the board of trustees of the Iowa State College of Agriculture and Mechanic Arts:

The solution of the questions called for by the resolution turns and depends upon a single proposition, *i e* :

Is the Agricultural Experiment Station at Ames a part of, or a department of, the Iowa State College of Agriculture and Mechanic Arts?

A positive or negative answer to this question determines the solution of the questions involved in the resolution. It is therefore important to know the history of the agricultural experiment station, for the purpose of determining whether it was established as a department of the college, or as an independent institution.

In 1862, an act of congress was passed granting to the several states a certain amount of public land to be apportioned to each, equal to 36,000 acres for each senator and representative in congress, to which the states were respectively entitled. The land so granted to be sold and the money received therefor to be invested in stocks and bonds of the United States, or other safe securities, yielding not less than 6 per cent upon the par value thereof, which money so invested shall constitute a perpetual endowment fund, the interest of which may be used to maintain a college, where the leading object shall be to promote branches of learning as relate to agriculture and mechanic arts, in which the legislatures of the states may respectively prescribe.



Subdivision three of section five of the act of congress referred to, provides:

“Any state which may take and claim the benefit of the provisions of this act, shall provide within five years at least not less than one college, as described in the fourth section of this act, or the grant to such state shall cease, and the state shall be bound to pay to the United States the amount received for any lands previously sold.”

Other provisions relating to the manner of locating the script issued for such lands, and the annual report to be made by the governors of the several states to congress, etc., are incorporated in the act.

The state of Iowa, as early as 1858, by an act of the Seventh General Assembly, had established a state agricultural college and model farm, to be connected with the entire agricultural interests of the state, and when the act of congress referred to became a law, Iowa was one of the first states to accept its benefits.

This acceptance was enacted at the extra session of the Ninth General Assembly, approved on the twenty-fifth day of September, 1862, and is embodied in the code of 1873, in the following language:

“Section 1604. The lands, rights, powers and privileges granted to and conferred upon the state of Iowa by the act of congress entitled ‘An act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts,’ approved July 2, 1862, are hereby accepted by the state of Iowa, upon the terms, conditions and restrictions contained in said act, and there hereby is established an agricultural college and model farm, to be connected with the entire agricultural and mechanical interests of the state; the said college and farm to be under the control and management of a board of five trustees, no two of whom shall be elected from the same congressional district.”

Under this section, all of the benefits derived from the act of congress were made a part of the agricultural college and model farm of the state of Iowa, and placed under the control and management of its board of trustees.

On the second day of March, 1887, an act of congress was passed which is supplemental to the act of July 2, 1862. Section 1 of the act of 1887 provides:

“That in order to aid in acquiring and diffusing among the people of the United States useful and practical information on subjects connected with agriculture, and to promote scientific investigation and experiment respecting the principles and application of agricultural science, there shall be established, under direction of the college or colleges or agricultural department of colleges in each state or territory established, or which may hereafter be established, in accordance with the provisions of an act approved July second, eighteen hundred and sixty-two, entitled ‘An act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts,’ or any of the supplements to said act, a department to be known and designated as an ‘Agricultural Experiment Station.’ ”

provisions of this section, each state or territory which accepted of the act of July 2, 1862, and established an agricultural college with the provisions thereof, was required to establish as a part of such college, and under its direction and control, an "Agricultural Experiment Station."

The act of May 2, 1887, provides that the grants of money authorized by the act may be subject to the legislative assent of the several states and territories to the purposes of said grants.

From the language of this act, that congress intended the experiment stations established under the provisions of the act should be a part of the agricultural colleges established by the states and territories which accepted the benefits of the act of 1862, and not separate and independent

of the state to the provisions of the act of 1887, was given by the second General Assembly by chapter 180, which became a law on the 1st day of March, 1888, and by the same act an experiment station was established by the legislature of Iowa as a department of the Iowa College, such act being as follows:

**WHEREAS**,—The congress of the United States, by an act approved March 2, 1887, and entitled 'An act to establish agricultural experiment stations in connection with the colleges established in the several states under the provisions of an act approved July 2, 1862, and the acts supplementary thereto,' did provide in section 9 thereof that 'that the grants of money authorized by this act are made subject to the legislative assent of the several states and territories to the purposes of said grants'; therefore,

*it Enacted by the General Assembly of the State of Iowa:*

**Section 1.** That such legislative assent be and is hereby given to the purposes of the grants authorized by the said act of March 2, 1887, that in accordance with the requirements thereof, the state agrees to devote the moneys thus received to the establishment and support of an agricultural experiment station as a department of the Iowa Agricultural College, as provided in said act of congress."

The assent of the legislature to the grant of congress is embodied in section 2645 of the present code, which is as follows:

**Section 2645.** Grant accepted. Legislative assent is given to the purposes of the various congressional grants to the state for the endowment and support of a college of agriculture and mechanic arts, and an agricultural experiment station as a department thereof, upon the conditions and restrictions contained in all acts of congress supplementary thereto, and the state assumes the duties, obligations and liabilities thereby imposed.

The moneys appropriated by the state because of the obligations assumed, and all funds arising from said congressional grants, shall be invested or expended in accordance with the provisions of such acts for the use and support of said college located at Ames."

From the entire history of the legislation relating to the establishment of an experiment station of the Iowa College of Agriculture and Mechanic Arts, we find that from the time that it is first mentioned in an act

of congress to the time of the enactment of the present code, every legislative body has undertaken to make it a part of the college and a department thereof. It is no where treated or referred to as a separate and independent institution; and when the state of Iowa accepted the benefits of the provisions of the acts of congress referred to, it by such assent agreed and bound itself to establish and maintain an Agricultural Experiment Station as a part of the State Agricultural College, under the control and management of its board of trustees.

The control of the experiment station is by congress and the state legislature given to the trustees of the college. They have full power to manage and control the property of the college and farm, whether real or personal.

The fact that there is an annual appropriation of congress to aid in paying the necessary expenses of conducting investigations and experiments, and for printing and distributing the results of the work, does not tend to make the experiment station an independent institution, or give it existence separate and apart from the college.

It is a matter of common knowledge that in colleges throughout the country many of the departments have separate endowment funds and resources, the income of which can only be used to pay the expenses of the particular department to which the endowment belongs; but no one has ever thought that the possession of such endowment made the department an institution separate and apart from the college to which it belongs.

I can see no reason why the Agricultural Experiment Station is not as much a part of the State College of Agriculture and Mechanic Arts, as is the medical department a part of the State University at Iowa City.

I am therefore clearly of the opinion that the Agricultural Experiment Station is a part and a department of the Iowa State College of Agriculture and Mechanic Arts, and that the annual appropriation granted by section 2674 of the code can be used by the board of trustees of the college as their judgment shall direct for the purpose of paying current expenses of the experiment station, as a department of that college, precisely as it can be used to pay the expenses of any other department.

The conclusion which I have arrived at, and the construction which I have placed upon section 2674 of the code, applies with equal force to section 1 of chapter 152 of the laws of the Twenty-eighth General Assembly. This section provides:

"There is hereby appropriated to the Iowa State College of Agriculture and Mechanic Arts, out of any money in the state treasury not otherwise appropriated, for repairs, general improvements, current expenses and additional support, the sum of twenty-five thousand dollars annually hereafter; said sum to be paid in quarterly installments on the order of the trustees, the first installment to be paid July 1, 1900."

The Experiment Station, being, as we have seen, a department and part of the Iowa State College of Agriculture and Mechanic Arts, the board of trustees may legally use such portion of the money appropriated by section 1 of chapter 152 of the laws of the Twenty-eighth General Assembly as is in

their judgment required to meet the current expenses and support of such department.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

August 24, 1901.

*To E. W. Stanton, Secretary of the Board of Trustees of the Iowa State College of Agriculture and Mechanic Arts.*

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**GAME LAWS**—Pinnated grouse, quail and other game birds protected by law may be, under the present statute, lawfully sold during the period when it is lawful to kill such birds within the state.

SIR—I am in receipt of your favor of the 31st ult., asking for a construction of sections 2552, 2554 and 2555 of the code, relating to the killing and selling of certain game birds.

There is a slight incongruity in these sections, and it appears to me that the legislature had the thought to prohibit the sale of game birds within the state at the time the law was enacted, but the interpretation of the law itself will not bear this out.

Section 2552 of the code prohibits and makes it a crime for any person to trap, shoot or kill prairie chicken, woodcock, quail or rough grouse for traffic.

Section 2554 makes it an offense for any person, company or corporation to buy or sell or have in possession any such birds or animals during the period when the killing thereof is prohibited, except during the first five days of such prohibited period.

Section 2555 provides that no person, company or corporation shall at any time ship, take or carry out of the state any of the birds or animals named, but it shall be lawful to ship to any person within the state any of the game birds named, not to exceed one dozen in any one day, during the period when the killing of such birds is not prohibited, providing an affidavit, made before some person authorized to administer oaths, that the birds have not been unlawfully killed, bought, sold or had in possession, and are not shipped for sale or profit, is made and attached to the birds so shipped.

Neither of these sections in terms, or in language which will bear such construction, prohibits the sale of such game birds within the state during the open period.

I am therefore of the opinion that pinnated grouse, quail, and other game birds protected by law, may be under the present statute lawfully sold, during the period when it is lawful to kill such birds within the state of Iowa.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

September 6, 1901.

*To Hon. George A. Lincoln, Fish and Game Warden, Cedar Rapids, Iowa.*

**LABELS, TRADE MARKS AND FORMS OF ADVERTISEMENT**—Each is separate and independent of the other, and in order that the person applying to have the three which he has adopted registered, and he be secured in the exclusive benefits thereof under section 5049 of the code, he must register each separately and receive separate certificates therefor.

SIR—In compliance with your request, I have examined section 5049 of the code, with reference to the duties of the secretary of state as to issuing certificates of registration of labels, trade marks and forms of advertisement, as provided in such section, and after a careful reading thereof, I am of the opinion that a separate certificate must be issued by the secretary for each of the purposes desired. The provisions of the section are as follows:

“Every person or association, or union of workmen, or others, that has adopted, or shall adopt for their protection any label, trade mark, or form of advertisement, may file the same for record in the office of the secretary of state, by leaving two copies, counterparts or facsimiles thereof, with the secretary of state. Said secretary shall thereupon deliver to such person, association or union so filing the same, a duly attested certificate of the record of the same, for which he shall receive a fee of one dollar.”

The section provides for the filing of a label, a trade mark, and a form of advertisement. A label is not necessarily a trade mark or a form of advertisement, nor is a trade mark a label or form of advertisement, nor is a form of advertisement necessarily a label or trade mark.

Any one desiring to place a particular label or brand upon the goods which he sells, must apply to have such label registered. If he desires to adopt any particular trade mark, he must have such trade mark registered, and if he desires to adopt any particular form of advertisement, and to be protected in the exclusive use thereof, he must register such form of advertisement.

I think the three are separate and independent of each other, and in order that the person applying to have the label, trade mark or form of advertisement which he has adopted registered, and he be secured in the exclusive benefits thereof under the statute, he must register each separately and receive separate certificates therefor from the secretary of state.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

September 11, 1901.

*To Hon. W. B. Martin, Secretary of State.*

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**DEPARTMENT OF AGRICULTURE**—Use of Funds Appropriated—Under section 21 of chapter 58 of the laws of the Twenty-eighth General Assembly, making an annual appropriation of \$1,000 for insurance and improvements to buildings on the state fair grounds, if it is admitted desirable to use the whole

appropriated for insurance, it is within the power of the department to do so.

In compliance with your request for a construction of section 21 of the laws of the Twenty-eighth General Assembly as to the department of Agriculture to draw and use the funds thereby I submit the following opinion:

Section 21 provides for an annual appropriation of one thousand dollars and improvements to buildings on the state fair grounds, the warrant therefor upon the order of the department of Agriculture signed by the president and secretary thereof, in such sums and as the department may deem necessary.

Section 21 gives to the department the discretion and right to use the dollars appropriated for either of the purposes designated, as may be deemed advisable by them.

Insurance of the state of insurance can be obtained and the department of agriculture thereby benefited financially by taking the insurance for a long term, and the sum so appropriated to pay for such insurance, it is the duty of the department of agriculture to so use the money.

The department has simply made the appropriation for insurance and has left it wholly to the discretion of the department as to whether it will be used for either of the purposes for which it is appropriated.

It is deemed advisable to use the whole sum thus appropriated for insurance, in my judgment, within the power of the department to do so.

The auditor should issue his warrant for the payment of such sum, upon the order of the agricultural department signed by the president and secretary thereof.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

1901.

Wm. F. Merriam, Auditor of State.

**Time of City Officer on at General Election**—The name of a city officer should not go on the ballot at the general election, and a vacancy in a municipal office cannot be filled at such election.

In receipt of your favor of the 20th inst., asking my construction of section 1278 of the code, upon the question as to whether, under its provisions, the name of a city officer should be placed upon the ballot at a general election.

I have stated somewhat about expressing an opinion as to the proper construction of this section, for two reasons:

First, I am not required by law to render such an opinion, unless the request is made to me by one of the departments of the state.

Second, this section is so out of harmony with other provisions of the code that it is extremely difficult to determine what the intent of the legislature was, when it was enacted.

Nevertheless, I feel that I must come from a brother lawyer, however, in his capacity as such, and will answer the inquiry to the best of my ability.

The term "General Election" has always been understood to mean the election at which officers of the general government, either federal or state—as distinguished from local officers—are elected.

This definition of the term appears to have been adopted by the legislature in sections 1057 and 1089 of the code, and were it not for the fact that the provisions of section 1278, if construed to mean that city officers shall be elected at general elections are repugnant to other provisions of the code, which must be given full force and effect, I should hold that the term "general election," as used in that section, means the general November election at which federal, state and county officers are elected.

Under the constitution, every elector at a general election must have been a resident of the state six months and of the county sixty days, to entitle him to cast his vote, and if he possesses such qualifications as to residence, and is a citizen of the United States, he is entitled to have his name placed upon the registry list, and to vote at any general election.

Section 642, which provides for municipal elections, requires that in addition to the six months' residence in the state and sixty days in the county, he must have been, at the time of such election, a resident of the precinct in which he offers to vote ten days prior to such election; and in cities where registration is required, his name cannot be placed upon the registry list, nor will he be entitled to vote at a municipal election, unless he possesses such qualifications as to residence in the voting precinct.

If the name of a city officer is placed upon the ballot of a general election, at which electors having the general qualification as to residence in the state and county are permitted to vote, it would render the provision of section 642, as to the ten days' residence in the voting precinct, nugatory, as each elector voting at such general election would have the right to cast his ballot and have it counted for all of the offices named thereon, and no distinction could be made between persons entitled to vote at the municipal election under section 642, and those who are entitled to vote at a general election, under the provisions of the constitution.

The effect would be that ballots would be cast for the city office by persons not legally entitled to vote at a municipal election, and the result of the election might be very different from what it would be were the legal electors at a municipal election only permitted to vote.

Section 1272 provides that vacancies in all city elective offices, when there are sixty days of an unexpired term, shall be filled by a special election, to be called by the council as soon after the vacancy occurs as is practicable.

This section clearly contemplates that all vacancies in elective city offices shall be filled by a municipal election, at which only electors possessing the qualification required by section 642, shall be permitted to vote.

I do not believe that it was the intention of the legislature, by the provisions of section 1278, to permit city officers to be elected by electors not having such qualification. The provisions of sections 642 and 1272, in my opinion, control the construction which must be given to the provisions of 1278, and I think the term, "general election," as used in that section, when applied to the election of city officers, must be held to be the general city election held on the last Monday in March, instead of the general election for federal, state, and county officers, held in November.



Taking this view of the statute, I am of the opinion that the name of a city officer should not go on the ballot at the general November election, and that a vacancy in a municipal office cannot be legally filled at such election.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

September 26, 1901.

*To F. A. Harriman, Hampton, Iowa.*

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BOARD OF TRUSTEES OF STATE LIBRARY—Right to Sign Requisition for funds—The governor is *ex officio* president of the board. The power to draw money upon requisition made is necessarily lodged in the board. In the absence of the president, the board may authorize its president *pro tem* to sign the requisitions made upon the auditor, and when this is done, such requisition should be honored by the auditor as though signed by the president himself.

DEAR SIR—I am in receipt of your communication of the 15th instant, asking my opinion as to whether the auditor can recognize the signature of any other person than the governor to requisitions made by the board of trustees of the library, for the funds appropriated by the general assembly for the support of the library and historical department.

There appears to be no direct provision by statute as to the manner in which requisitions shall be made upon the auditor for the money so appropriated, and as no specific method is pointed out by statute as to how such requisition shall be made, and the money drawn for the use of the library and historical department, the details of the method of making such requisitions is left to the discretion of the board.

Ordinarily such requisitions should perhaps be signed by the president of the board. If, however, the president for any reason is absent, or unable to act at times when it is necessary for the board to meet to transact its business, the president *pro tem*, who should be elected by the board, may legally perform the duties of the president, and sign such requisitions upon the auditor for the money appropriated by the general assembly as shall be authorized by the board itself.

In other words, the power to draw money upon requisitions made is necessarily lodged in the board. The board may authorize its president *pro tem* to sign the requisitions made upon the auditor, and when this is done, such requisitions should be honored by the auditor, as though signed by the president himself.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

October 17, 1901.

*To Hon. Frank F. Merriam, Auditor of State.*

**INSURANCE COMPANIES—Mutual Life**—Such companies, organized under chapter 65 of the laws of the Twenty-eighth General Assembly may, if they so provide in their articles of incorporation, insure against the casualties named in subdivision 5 of chapter 1709 of the code.

**SIR**—Chapter 61 of the laws of the Twenty-eighth General Assembly provides:

“That section 1710 of the code be amended by inserting after the word ‘company’ in the sixth line, the following provision: *Provided*, however, that any life insurance company organized on the stock or mutual plan, and authorized by its charter or articles of incorporation so to do, may, on complying with the provisions of this chapter, in addition to such life insurance, insure against all of the casualties specified in subdivision 5 of section 1709 of the code.”

Chapter 65 of the laws of the Twenty-eighth General Assembly authorizes the organization of both stock and mutual insurance companies upon the stipulated premium plan, for the purpose of issuing policies of insurance on the lives of individuals.

Under the chapter quoted, a mutual life insurance company organized under chapter 65, would have the right, if its articles of incorporation so provided, to insure against the casualties specified in subdivision 5 of section 1709, it being the express intent of the legislature that all life insurance companies doing business within the state, either upon the stock or mutual plan, shall have the right to provide in their articles of incorporation for such insurance.

It is a rule of construction of statutes, that where there are apparently conflicting provisions, they must be construed if possible, to give force to each of the provisions of the statute.

In view of the acts of the legislature embodied in chapter 61 of the laws of the Twenty-eighth General Assembly, which authorizes mutual companies to insure against personal injuries and general accidents, I think the clause contained in section 1710, which is as follows: “or expose itself to loss on any one risk or hazard to an amount exceeding ten per cent of its paid up capital, unless the excess shall be reinsured in some other good and reliable company,” must be held to apply to companies organized on the stock plan, and that it was the intention of the legislature, in enacting chapter 61 of the laws of the Twenty-eighth General Assembly, to permit mutual insurance companies to insure against the casualties named in subdivision 5 of section 1709, although such companies had no paid up capital stock.

Companies organized under chapter 65 of the laws of the Twenty-eighth General Assembly may be, as we have seen, mutual life insurance companies, and as such, would come within the provisions of chapter 61.

I am therefore of the opinion that mutual companies, organized under chapter 65 of the laws of the Twenty-eighth General Assembly, may, if

they so provide in their articles of incorporation, insure against the casualties named in subdivision 5 of chapter 1709 of the code.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

October 29, 1901.

*To Hon. Frank F. Merriam, Auditor of State.*

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**COLLATERAL INHERITANCE TAX**—It is held that real estate situated within the jurisdiction of Iowa, although the same has been by provisions in the will of a testator directed to be sold, and the proceeds distributed, is liable to pay the collateral inheritance tax imposed by our statute.

SIR—Upon the liability of lands in the state of Iowa, owned by William Huber at the time of his decease, to pay a collateral inheritance tax, I submit the following opinion:

William Huber, a resident of the state of Pennsylvania, died in March, 1901.

At the time of his death he was the owner of land in the state of Iowa, which, under the provisions of his will is to be sold by his executor and the proceeds thereof distributed among collateral heirs named in the will.

It is claimed by the executor that such provision in the will is an equitable conversion of the real estate situated in Iowa into personalty, and that the domicile of the deceased draws to the state of Pennsylvania jurisdiction over all his personalty, wherever situate, and that, by fiction of law, the real estate in Iowa being converted into personalty by the terms of the will, is within the jurisdiction of Pennsylvania and not liable to the collateral inheritance tax imposed by the statutes of this state.

In support of this proposition I have received from Mr. William S. Hosmer, attorney for the executor, a very able brief and argument, setting forth very clearly the claims of the executor and the holding of the Pennsylvania courts upon the questions involved.

The position taken by the executor, through his counsel, is undoubtedly the law of Pennsylvania.

The courts of that state have carried the principle contended for to a complete logical conclusion.

In *Miller v. Commonwealth*, 111 Pa. St., 321, it is held that where a testator provided in his will that land in another state should be sold by the executor and the proceeds thereof distributed among collateral heirs of the testator, such provision was an equitable conversion of the real estate into personalty, and the domicile of the testator being in Pennsylvania drew to the jurisdiction of that state all personalty of which the testator died seised; the proceeds of the land being part of his personal estate in Pennsylvania, was liable to pay the collateral inheritance tax imposed by that state.

This principle was subsequently reaffirmed in later cases, and the court has applied the doctrine with equal force to land in the state of Pennsylvania as to lands in other states.

*Coleman's Estate*, 159 Pa. St., 231.

I cannot, however, agree with the rule of law announced by these decisions, or the reasoning which leads to the conclusion reached.

Our statute provides:

"All property within the jurisdiction of this state, and any interest therein, whether belonging to the inhabitants of this state or not, and whether tangible or intangible, which shall pass by will or by the statutes of inheritance of this or any other state, or by deed, grant, sale or gift made or intended to take effect in possession or in enjoyment after the death of the grantor or donor, to any person in trust or otherwise, other than to or for the use of the father, mother, husband, wife, lineal descendant, adopted child, the lineal descendant of an adopted child of a decedent, or to or for charitable, educational or religious societies or institutions within this state, shall be subject to a tax of five per centum of its value, above the sum of one thousand dollars, after the payment of all debts, for the use of the state; \* \* \*"

The real estate owned by Huber at the time of his decease is within the jurisdiction of the state of Iowa.

The proposition that real estate cannot be taxed or charged except in the jurisdiction where it is situate applies equally to succession taxes as to other forms of taxation. This principle has been enunciated in a large number of cases.

The rule that real estate, and everything pertaining to its devolution, transmission and tenure, is governed and controlled by the law of its situs, is a vital principle of the inter-state law of this country, and one which probably more than any other, has maintained the equilibrium and avoided the clashing of the taxing powers of the several states.

To charge the succession of foreign real estate with the payment of collateral inheritance taxes is inconsistent with the spirit of such taxation.

Land situated abroad and devised by a domestic will to persons living within the state, does not devolve by force of the will, nor of the domestic law, but by permission of the state where the land is situated and under the provisions of the laws of that state.

The doctrine that real estate may be converted into personalty, by a provision of the will of the testator that the same shall be sold and the proceeds distributed upon his death, is an equitable fiction of the law, which can have no place in a system of taxation.

The conversion thus effected by a court of equity is designed to prevent injury, or to better carry out and further the intentions of the testator; but a fiction in equity will not bring within the jurisdiction of the state, for the purpose of taxation, lands which cannot otherwise be taxed under the laws of that state, nor can it take out of or remove from the jurisdiction of a state lands situated therein. The land remains as realty within the state where it is situate, subject to the laws of inheritance of that state, and subject to the laws providing for a succession tax thereon.

This question was ably considered in *Swift's Estate*, 137 N. Y., in which Gray, J., said:

"The question of the right of a state to tax is one of fact, and cannot turn upon theories or fictions, which, however serviceable to

adjust the rights of parties, were never intended to furnish a basis of constitutional power."

I am clearly of the opinion that the supreme court of this state will not adopt the reasoning or conclusion of the Pennsylvania courts upon this question, and will hold that real estate situate within the jurisdiction of Iowa, although the same has been, by a provision in the will of a testator, directed to be sold and the proceeds distributed, is liable to pay the collateral inheritance tax imposed by our statute.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

November 1, 1901.

*To Hon. G. S. Gilbertson, Treasurer of State.*

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**TRUSTEES OF IOWA STATE NORMAL SCHOOL—Per diem charges—**

Mileage for traveling outside of state—A member of the board of trustees acting as a member of the building committee of such institution, is not entitled to draw from the state treasury *per diem* while traveling beyond the state, nor is he entitled to have pay for mileage computed under provision of section 2618.

The opinion of Attorney-General Remley under date of June 19, 1899, to the auditor of state, is concurred in.

SIR—In compliance with your request of September 17th, in which you ask the following questions—

*First*—Whether as a member of the building committee, a trustee of the Iowa State Normal School is entitled to charge *per diem* for services rendered outside of the state

*Second*—Whether such trustee is entitled to mileage for travel outside of the state.

*Third*—Whether he is entitled to *per diem* and mileage as a member of the building committee to any other point in the state other than that where the institution is located—

I submit the following opinion:

Section 2617 provides that regents and trustees shall be allowed four dollars for each day actually and necessarily engaged in the performance of official duties, not exceeding thirty days in any one year.

This provision restricts the per diem compensation which may be allowed and paid to trustees of the Iowa State Normal School, to the time they are actually and necessarily engaged in the performance of official duties.

In an opinion given by my predecessor, Mr. Remley, as to whether members of the board of regents of the Iowa State University should receive compensation and mileage for trips made outside of the state of Iowa, he used this language:

"The language of section 5104 is that they should 'receive as compensation four dollars per day for each and every day actually employed in the discharge of their duties, and the actual and necessary

expenses incurred while so engaged.' The term, 'their duties,' evidently refers to their duties as regents. It may be said generally that in the duties of the board of regents to govern the university and manage and control its affairs, the regents act as a unit, as a board. It may be, and probably is proper for the board of regents to send some one to inspect articles to be purchased or needed by the institution, or to obtain information as to the best methods of making needed repairs, and it is not improper to send a member of the board to obtain the information needed. But I do not like to say that a person thus sent was discharging his duty as a regent. Some person other than a regent could be employed to make any inspection or examination and obtain information needed by the board. He obtains information and data which the board of regents may act upon when they are called upon to discharge their duties as regents. Such trips, I believe, are always undertaken for the purpose of obtaining information to enable the regents to act intelligently upon any matter before them. While it is undoubtedly incumbent upon one holding the office of regent to obtain information and knowledge necessary to enable him to discharge the duties of regent intelligently, yet obtaining such information and knowledge is not discharging the duties of regent.

"There is, to my mind, clearly a distinction to be made between the duties of a regent and the duties of one appointed, who may be a member of the board or not, to go elsewhere and obtain information upon which the regents may act.

"Section 5104 of McClain's code provides for the compensation and expenses of the regents while actually engaged in the discharge of their duties, but does not provide for the payment of agents or employees appointed by the board of regents."

In an opinion given by Mr. Remley, June 19, 1899, to the auditor of state, he further says:

"The limitation of thirty days shall not apply to building committees, which shall not consist of more than three members, but such committee shall not charge for or receive compensation for more than sixty days in any one year' is a legislative recognition of a custom which has long prevailed with all appointing committees to discharge certain duties which can be more appropriately done by a committee than by a full board."

The reasoning given in this opinion of Mr. Remley applies with equal force to the trustees of the Iowa State Normal school, and I concur in the conclusion reached, with a slight exception.

Whenever a building committee is appointed by a board, it acts for and in behalf of the board, and whenever meetings of such committee are called, and are necessary for the transaction of the official business of the board, the members of such committee are entitled to their *per diem* and mileage.

I am of the opinion that it is not necessary that such meetings shall be called or held at the place where the institution is located, but may be called and held at any convenient and suitable place within the state, and the members attending such meeting would be entitled to *per diem* and mileage,

nearest traveled route from the home of the member to the meeting is held.

or, a member of the board or a member of the building committee as an agent of the board or of the committee to travel for the purpose of obtaining information which may be required by the board or the committee, to enable it to act intelligently when coming before it, the work thus done by such member shall be deemed to be the official act of such trustee or regent. He is the agent of the board or of the committee in obtaining information, to enable the board or committee to act officially in relation to the same.

It is the opinion of the auditor that the person so traveling beyond the limits of the state should be allowed to draw from the state treasury a compensation of \$100 per day, or to have his mileage computed by the auditor and allowed under the provisions of section 2618.

I do not wish to be understood that such person is not entitled to draw a warrant for his *per diem* and mileage, but that the auditor has no authority, under the provisions of the laws, to draw a warrant for his *per diem* and mileage.

It is the opinion of the board of trustees to pay to the person who is engaged to prepare them a reasonable compensation and expenses for the service rendered at their request, out of the funds of the institution under the provisions of the laws.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

1901.

Frank F. Merriam, *Auditor of State.*

**CONTROL—Authority to Employ Assistant Architect—**  
Section 23 of chapter 118 of the laws of the Twenty-seventh General Assembly, the board of control has no power to employ a consulting architect or additional skilled assistance for the purpose of informing themselves as to the adoption of the plans of a public building, until the legislature has authorized the erection of such building, and made an appropriation therefor.

In receipt of your favor of the 6th instant, asking my opinion on the question of section 23 of chapter 118 of the laws of the Twenty-seventh General Assembly, relating to the employment of an assistant architect, whether such assistant architect can, under the provisions of the laws, be employed in anticipation of an appropriation by the legislature for the construction of a public building.

The section applicable to the question at issue, is as follows:

"If the building is of sufficient magnitude, the board may secure the advice of a consulting architect, or secure additional skilled assistance before the adoption of the plans of the state architect, but the expense shall not exceed fifteen hundred dollars in any one year."



It appears to me clear that the intent of the legislature was, where an appropriation is made for the erection of an important public building, of such magnitude as, in the judgment of the board of control, the advice of a consulting architect or skilled assistant is desirable before the adoption of the plan of the state architect, for the purpose of obtaining the knowledge and information necessary to determine as to whether the plan of the state architect should be adopted, the board has the right to secure the advice of a consulting architect, or the services of an additional skilled assistant for such purpose.

I think, however, that the provisions of the section do not go to the length of authorizing the board of control to secure the advice of a consulting architect or additional skilled assistance, in anticipation of an appropriation by the legislature for the erection of a public building.

Prior to the making of such an appropriation, the whole matter is within the authority of the legislature, and not the board of control. If the legislature requires any information imparted to it through the medium of a consulting architect or otherwise, to enable it to act intelligently in making an appropriation for a public building, it has full power to obtain such information in any manner it may deem best.

Authority is not given to the board of control by section 23 to incur the expense of obtaining such information in behalf of the legislature.

Under this construction of section 23, I am of the opinion that it is not within the power of the board of control to employ a consulting architect or additional skilled assistance, for the purpose of informing themselves as to the adoption of the plans of a public building, until the legislature has authorized the erection of such building, and made an appropriation therefor.

Respectfully submitted,

CHAS. W. MULLAN,  
*Attorney-General.*

December 12, 1901.

*To Hon. L. G. Kinne, Chairman Board of Control.*

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**GASOLINE LABELS TO BE USED ON PACKAGES, BARRELS AND CASKS CONTAINING GASOLINE**—The law makes it the duty of dealers in gasoline to label and mark the packages, barrels and casks sold by them, and they must be at the expense of procuring the labels necessary for that purpose, as there is no authority of law for the furnishing of such labels, or for paying therefor by the state.

SIR—I am in receipt of your favor of the 12th inst., requesting my opinion as to the construction of sections 2505, 2506, 2507 and 2508 of the code, with reference to the duty of the state to purchase and furnish free of expense to retail dealers gasoline labels to be used by them in labeling packages, barrels, or casks containing gasoline sold to their customers.

Section 2505 provides:

“Each inspector shall be furnished at reasonable expense to the state, the necessary instruments and apparatus for testing, and shall promptly make inspection, and test and brand all illuminating oils

## REPORT OF THE ATTORNEY-GENERAL

for sale, and for such purpose may enter person \* \* \* .

If, upon test and examination, the oil sh  
s, he shall brand over his official signature  
ckage holding the same, 'Approved, flash  
es,' inserting in the blank the number.

Should it fail to meet the requirements,  
r his official signature and date, 'Rejected  
' "

allow certain provisions regulating the ma  
by whom the inspector shall be paid, and  
the money received by him.

g, and in the same section, is this provision  
No gasoline shall be sold, given away, or de  
s state until the package, cask, barrel, or  
has been plainly marked gasoline."

. regulation by the legislature of the sale of  
dealers, as being a commodity which it is  
for public safety.

ulation is a restriction upon its sale precisel  
gard to the sale of many other commodit  
es kept are sold by pharmacists, and requ  
marked as to their character, and the fac  
and no one has ever thought that it was th  
labels for so marking such commodities.

provision of law in chapter 11, title 12, or  
d as requiring the state to furnish labels to  
asks or barrels sold by retail dealers.

makes it the duty of such dealers to label  
and barrels sold by them, and I am clear  
e at the expense of procuring the labels n  
at there is no authority of law for the furn  
r therefor by the state.

Respectfully submitted,

CHAS

14, 1901.

W. B. Martin, Secretary of State.

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BIENNIAL REPORT

OF THE

TE LIBRARIAN

TO THE

GOVERNOR OF THE STATE OF IOWA

July 1, 1901

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JOHNSON BRIGHAM

STATE LIBRARIAN

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PRINTED BY ORDER OF THE GENERAL ASSEMBLY

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DES MOINES:

BERNARD MURPHY, STATE PRINTER

1902





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Theron G. Parving,

## Iowa's Pioneer Librarian.

[From a paper contributed by the State Librarian to the Library Commission Bulletin, of October, 1901.]

The death of Theodore S. Parvin, July 28, 1901, removed from active life one who for more than sixty years had served the public with rare ability and fidelity. In the history of Iowa as territory and state no other name will be found associated with such a wide range of honorable public service.

Before taking up the story of his life-work as librarian, let me simply name the more important positions of trust filled by this remarkable man. The list, standing alone, is an eloquent tribute to his worth and usefulness. At 21, private secretary to Governor Lucas; at 22, both private secretary to the governor and territorial librarian; at 23, district prosecuting attorney; at 24, secretary of the legislative council; at 25, probate judge, holding the office three terms; at 29, clerk of the United States district court, holding the office ten years; at 39, register of the State Land Office; at 42, a trustee of the State University; at 48, a professor of natural science in the university; at 52, transferred to the chair of history—all the while he was professor at the university, acting as librarian and as curator of the cabinet of natural history. From the age of 52, until the time of his death, he was grand secretary of the Grand Lodge of Iowa Masons, and much of the time grand recorder of the Grand Encampment Knights Templar of the United States. From the age of 27, until his death, he was librarian and curator of the Iowa Masonic Library, of which he was the inspiration and founder. All this time, but more especially from his withdrawal from politics in 1860, to the date of his last illness, he was an indefatigable collector, as the Masonic Library at Cedar Rapids, the museum of the State Historical Society at Iowa City and the museum of the Iowa Historical Department at Des Moines in many and various ways attest.

But it is of Theodore S. Parvin, the librarian, that I would speak at this time. His career revives one's faith in divine calls to public service. It is related that while in Cincinnati, purchasing law books with a view to the practice of law in Ohio, he chanced—or was he impelled?—to meet, at the home of a mutual friend, one Robert Lucas, who had just been appointed governor of the new territory of Iowa. He so favorably impressed the governor that he was then and there tendered the position of private secretary. He promptly accepted the offer as a call to service, and in the year 1838, at the age of 21, entered upon his Iowa career.

A graduate of Woodward College and of the Cincinnati Law School, young Parvin was in all probability the best educated and best read man at the territorial capital. Through his influence Governor Lucas recommended a congressional appropriation of five thousand dollars—a princely sum in those days—for the founding of a territorial library. The appropriation passed, and nothing was more natural than that the bookish young secretary of Governor Lucas should have been made territorial librarian. Armed with a letter of credit for five thousand dollars he made the then long journey to Cincinnati, and there, by his careful selections, proceeded to lay broad and deep the literary foundations of the State Library of Iowa.

Most of the volumes accessioned by Mr. Parvin in '38 are still in use at the state library, mute evidences of the wisdom, knowledge and discretion of the first, in fact the only, public book-buyer in the territory of Iowa.

From 1839 to 1860, the most strenuous years of his life, his books were chiefly men and his activities were mainly confined to the office, the court room and the stump. But from 1860 down to the close of his century his life was close to books and libraries, and his organizing mind went out, with all the enthusiasm which moved the soul of the young book-lover in the thirties, toward the founding and upbuilding of libraries.

The eminently successful library work done by him in his later years at Iowa City and Cedar Rapids, with the resultful pioneer labors of his young manhood in Burlington, together make a record of usefulness which of itself places every citizen of Iowa and every Iowa librarian in his debt.

## Board of Trustees.

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 (Curator of Law and Documents.)  
**MISS HELEN M LEE** ..... First Assistant.  
**MRS. FLORENCE A. RUSSELL**.....Second Assistant.  
**MISS MARY ROSEMOND**..... Third Assistant.  
**MISS PRISCILLA PICKRELL**.....Cataloguer.

Librarian's Report.

OFFICE OF THE STATE LIBRARIAN, }  
DES MOINES, June 30, 1901. }

Leslie M. Shaw, Governor of Iowa:

I have the honor to submit for your consideration the  
Biennial Report of the Iowa State Library, cover-  
ing the period from July 1, 1899, to June 30, 1901, inclusive.  
At the close of the last preceding biennial period there were  
3,650 books in the library—3,650 of which belonged to the  
Historical department, and 61,443 to the State Library

Books Added Since Last Report.

During the biennial period  
10,632 volumes, as follows:

Historical department, acquired by purchase.....	4,502
Historical department, acquired by exchange and gift....	2,129— 6,631
State Library, acquired by purchase.....	1,291
State Library, acquired by exchange and gift.....	516— 1,807
Historical department, acquired by purchase.....	2,125
Historical department, acquired by exchange and gift	69— 2,194
	<u>10,632</u>
.....	
the number of books in the State Library two	
years make a total of.....	75,725
.....	
over 4,115 have been transferred to the Histori-	
cal department, reducing the total of books in the State	
Library to.....	71,610
.....	
transferred added to the number of volumes	
in the Curator of the Historical Department	
(7), swell the total of the books in the depart-	
ment.....	13,822
.....	
of books in the miscellaneous, law, traveling	
and historical departments of the State Library is	
.....	89,547
.....	
transfer of books from the miscellaneous department to	
the Historical department, above referred to, was made by order	

of the Library Board in execution—so far as was found to be practicable—of chapter 114, Laws of the Twenty-eighth General Assembly, "An act consolidating the miscellaneous portion of the State Library with the Historical Department." By this act the State Librarian was given "general charge of the Historical Department and of the consolidated and law libraries." The • "Curator of the Museum and Art Gallery" was given "charge of the museum, the Art Gallery, the newspapers and historical periodicals" and the "assistant to librarian" was placed in "charge of the law library, under the direction of the State Librarian."

The most important change made in the legal status of the State Library, and the actual status as well, since my last report, is this act of consolidation.

#### Purposes Served by the Consolidation.

The general purpose of the framers of the law was declared to be to place these library interests of the State which center at the State Capital, in line with the spirit of the time, and with the best interests of the State, uniting them under one board management and under one general superintendency. The immediate incentives to the passage of this law were as follows:

1. The rapid growth of the miscellaneous department of the State Library and the consequent encroachments of that department on space required for the equally rapid expansion of the law, document and traveling library departments.

2. The almost unavoidable duplication of the books—especially in the historical department and the historical section of the miscellaneous library—and the consequent desirability of placing the purchasing, classifying and cataloguing under one general head—both as a matter of economy and for convenience as well

3. As a preparatory step toward the fulfillment of Curator Aldrich's plan and purpose, namely: the completion of the Historical Building, the west wing of which is now occupied by the historical department, the east wing of the completed building to be devoted to the uses of the Library, the main, or central portion to be used principally as an auditorium and for the further extension of the Art Gallery, and for the creation of a hall of archives, leaving the entire west wing, as it is now in part, for the uses of the Museum, the Art Gallery and the files of Iowa and general newspapers.



**Necessary to Complete the Transfer of Books.**

been found to be practicable, the consolidation last General Assembly has already been carried out after a personal inspection of the west wing of the new building. The members of the Library Board became satisfied with the consolidation ordered by the last General Assembly and have accordingly carried out until the completion of the Historical Building, and consequently, at a meeting held on the 6th of May, 1901, the Board, exercising its judgment as directed by the last General Assembly, instructed the State Librarian and the Curator of the Historical Building, etc., "to remove from the State Library Building the following books, periodicals, etc., to-wit:

Genealogical works.

Historical and kindred publications.

State histories.

Books known as 'the Iowa Collection.'

Books and documents relating to the Civil War.

Sheep-bound set of public documents."

It was further before the completion of the building that it was found that the transfer of the books above mentioned would have inconvenienced the Curator of the historical department and would have weakened the State Library proper.

It was directed to retain at the State Library all books in the State Library or in the special loan branch of the library department, all duplicates of works in the library of the historical department.

The transfer has been carried out, and I have to report that the members of the Board as to shelf room in the new building has been found to be correct, for an inspection of the historical department after the transfer of the books above mentioned has shown the fact that, with the books, pamphlets and newspapers already accumulated in the historical department, (including those transferred by the Curator) and the books transferred from the State Library (4,115), there remains insufficient space on the shelves to warrant a further transfer of books from the State Library to the Historical Building; in fact, the large accessions made to the Library of the historical department, and the fact of supplying that department with complete sets of collections of the several states, and in adding to the State Librarian's collection of state, county and town histories,

and genealogy, point with certainty to the early necessity for more shelf room for the uses of that department and to the unwisdom of transferring any more books from the State Library to that department until the building is completed. These conditions are augmented by the present lack of space in the newspaper stack room for the fast growing library of Iowa publications.

**Supreme Necessity of Completing the Historical Building.**

This condition with which we are confronted emphasizes the supreme necessity of speedily completing the Historical Building, that the miscellaneous portion of the State Library, now temporarily occupying space needed by, and by law accorded to, the law, document and traveling library departments, may be wholly removed to the Historical Building as directed by the last General Assembly, and that the already congested newspaper section of the historical department may be speedily relieved.

A strong argument for an early completion of the new building is the overcrowded condition of the vaults of the several departments of state, rendering impossible that thorough classification and filing of State papers which their growing importance suggests. Perhaps the most serious need of the proposed Hall of Archives is the extremely precarious and almost totally inaccessible condition in which the increasingly valuable state papers of the first two decades of Iowa's career are reported to be found. The present unsatisfactory condition of these invaluable papers indicates also the condition in which the papers of the present time will be found a quarter or half century hence, unless provision is now made for their preservation as proposed.

In this connection I would call attention to the recommendation of the Curator of the historical department that the sum of \$300,000 be appropriated for the completion of the Historical Building, the appropriation to be used in warrants of \$75,000 to be issued in four consecutive years. Wholly agreeing with Curator Aldrich as to the amount necessary to complete the building in conformity to the original design—that design modified somewhat by conclusions drawn from subsequent experience and from recent study of library architecture—permit me to urge the desirability of expediting the completion of the building by a division of the amount asked for into three annual warrants of \$100,000 each.

**I**

**Miscellaneous Department—Cataloguing.**

The mature growth of the miscellaneous department—6,631 volumes during the last biennial period—has so thoroughly com-

attention of the cataloguer that the work of classifying and cataloguing the library is still far from complete. The increase of books by gift and purchase during the year, together with the sure prospect of a transfer of all the books in the miscellaneous department—except the documents—from the Historical Building, and the consequent blending of the separate card catalogues of the two departments, compel the Board to expect that the next General Assembly, instead of renewing the appropriation of \$2,000, made two years ago, for cataloguing the State Library, shall set apart the sum of \$1,000 annually for the printing and cataloguing of the State Library under the direction of the Library Board.

## II

### Law Department.

By the consolidation act of 1900 the law department was made a separate branch of the State Library, an annual appropriation of \$2,500 was provided for the expenses of maintenance, and the assistant to the State Librarian was named as law librarian. The change has proved in all respects satisfactory, and has placed the Librarian a responsible head to this important department, providing a fixed sum for its maintenance.

During the past biennial period the literature of the law department has been materially strengthened by the addition of many new and classic volumes. Most of these have been added at considerable expense, having been bought chiefly by catalogue of book dealers in England, Canada and the East, and at book auctions in New York and Boston. The Library's collection of the statute laws has been greatly strengthened and the codes of several of the states have been made complete. A number of the early session laws of the older states of the East are yet unbound. A valuable addition to this department is a complete set of reports of the American Bar Association and committees of bar associations in several of the states. We now possess one of the most valuable collections of such reports to be found in this country. But the most notable addition made during the past biennial period is a complete set of the British colonial reports, of which there are said to be not over a dozen in the United States. The increasing importance attached to the study of colonial statutes and decisions since the acquisition of the Philippines and Porto Rico and Hawaii by the United States, and the radical and suggestive nature of many of

the laws enacted by the British colonies must make this rare set of laws and reports ever increasingly valuable.

The demonstrated value of the new card catalogue as used in the miscellaneous department during the past four years, has led to an adoption of the system, with modifications, in the law department. In anticipation of the future complete separation of the two departments, a separate and distinct card catalogue system has been inaugurated for the law books and, so far as the cards have been made, the catalogue has been found to be of great convenience, both to my assistants and to lawyers, law students and the public.

The temporary detail of my assistant, Mrs. Florence A. Russell, as bookkeeper for the consolidated State Library and historical department, rendered necessary through the failure of the new law to provide a bookkeeper, has left the law and miscellaneous departments "short-handed," compelling a retardation of the detail work of the Library, seriously embarrassing the entire force. Mrs. Russell is needed all the time in the law department. Her constant attention to the wants of the bar, and of the law students whom we have always with us, would enable Mr. A. J. Small, curator, to do much more valuable work in the galleries, checking and arranging, and in correspondence relative to adding and completing valuable sets and works which should be in a library of this character. It is my purpose to ask the Library Board to recommend that the General Assembly add a bookkeeper to my present corps of assistants, thus enabling me to relieve the second assistant from the burden put upon her temporarily, a burden heavy and difficult at best, and doubly so to one who is expected to perform her share of the general duty of the library assistants in serving the court, the bar, the legislature and the general public.

I would especially commend the faithfulness and efficiency of the Curator of the law department, Mr. A. J. Small, whose previous training in the law branch of the Library rendered his services doubly valuable. Mr. Small was unanimously elected to the position by the Board at the October meeting in 1900.

### III

#### **The Traveling Library Department.**

The traveling library department of the State Library has made much progress during the past two years, though seriously hindered by lack of facilities for administration. Along with the

steady growth of this department, both in the number of books at its command, and in the extent and variety of uses made of them, there has also been a large measure of growth in the law and miscellaneous departments—the last named including the fast accumulating public documents both national and state. This increase all along the line means a steady increase not only of correspondence, but also of routine work, in accessioning, stamping, labeling, shelf-listing, cataloguing and shelving new books, and in serving the public after they are shelved. Consequently I have been unable to detail any one of my assistants for the exclusive work of the traveling library without a serious stoppage of work in the law and miscellaneous departments. For several years my first assistant was placed in charge of the traveling libraries. But the work grew so in volume that the alternative was presented of wholly depriving the miscellaneous and law departments of her services or employing outside assistance for the traveling library department. In the emergency, the Library Board empowered the Librarian to engage a traveling library assistant, and this saved that new and promising department from threatened congestion. The Librarian was fortunate in being able to secure the services of a skilled librarian who in her home library had successfully operated the traveling libraries in small communities in her county. Miss Margaret W. Brown, of Chariton, brought to this work a rare combination of zeal, judgment and experience, enabling me to develop a plan measurably held back by inability to handle the details with the force at my command—namely, to make the traveling library flexible, enabling committees, clubs, schools and individuals to borrow only the books they want, instead of being compelled to borrow a fifty-book library in order to obtain a few books especially desired. The special loan branch outlined in my last report, and further developed since, has proven of great advantage to clubs, schools and colleges, also to individual readers and students. But the development of this plan necessitated a change in management, making the single-volume instead of the fifty-volume library the unit of record. This change, with new rules and charging system, prepared by Miss Brown, put upon the new assistant a large amount of detail work which partially prevented her from doing justice to the more resultful labor of suggesting and supplying books called for to fit the program of study clubs and the special wants of individuals. The new departure will compel more

attention to and somewhat larger expenditures for administrative work.

From individual expressions of opinion by the several members of the Board, I am satisfied that they are of one mind in favoring a transfer of the traveling library department to the Iowa Library Commission, and for the following reasons:

Our traveling library system is becoming more and more dependent on the Library Commission for its development, and the Library Commission is finding it increasingly essential as a means to the principal end of its labors, namely, the founding and upbuilding of self-sustaining free public libraries.

The operation of the system is outside the state capital, and is largely among the district and high schools, the colleges, the literary and art clubs and reading circles and the small community libraries. Its purpose is the opposite of that which governs the operations of the three other departments of the State Library. The State Library proper, including the historical department, centralizes books, pictures, curios, etc., where they properly belong, at the state capital; while the traveling library department is successful only as it decentralizes.

The books which make a state library great are solid and scholarly, and more for the representative readers than for the masses; while the books for the traveling library department are largely for young readers and nearly all for less exhaustive study than would satisfy the demand of the scholar or the special student. The members of the Library Board are of the opinion that the members of the Library Commission, and the secretary of the commission acting for them, are in more direct touch with those whom the traveling library should reach than they themselves are, and consequently that better results are likely to be attained by the proposed transfer.

For these reasons chiefly, and for others of perhaps less weight, the members of the State Library Board have expressed themselves as strongly favoring a transfer of the traveling library department of the State Library to the Library Commission.

#### Conclusion.

Briefly summing up the most urgent needs of the department of which I have the honor to be the executive head, I shall recommend that the Board, through a legislative committee, ask the

next General Assembly, (1) for the aggregate sum of \$300,000 for the completion of the Historical Building; (2) that instead of renewing the biennial appropriation for cataloguing the State Library, the General Assembly create the position of cataloguer of the State Library (including historical department); (3) instead of detailing one of the three State Library assistants to keep the books of the several departments of the library, including the numerous accounts of the historical department, and instead of detailing the stenographer of the historical department for work part of the time at the State Library proper, that a combined bookkeeper and stenographer be added to the State Library force at a salary which will command high-grade service for the performance of the large volume of bookkeeping and typewriting steadily increasing with the growth of the several departments over which the State Librarian has charge; and (4) that the traveling library department of the State Library be transferred to the Iowa Library Commission.

Calling attention to the financial statement herewith appended, and to the accompanying lists of books added to the library since my last report; also commending the faithfulness and efficiency of my assistants, Miss Helen M. Lee, Mrs. Florence A. Russell and Miss Mary Rosamond, and the hearty co-operation of Curator Aldrich and his assistants, Misses Whitcomb and Steele, in my efforts to make the consolidation law effective, and thanking the outgoing Governor and the members of the Library Board, of which he is *ex-officio* chairman, for their uniform kindness and courtesy, I am

Respectfully,

JOHNSON BRIGHAM,  
*State Librarian.*



## FINANCIAL STATEMENT.

## Miscellaneous Department.

1899		RECEIPTS.		
July	1	To balance from last statement.....	\$ 1,243.62	
October	1	To warrant on state treasurer .....	3,500.00	
November	18	To cash for books sold.....	2.00	
November	18	To cash for laws sold.....	1.00	
1900.				
January	5	To cash for lost book.....	3.50	
January	6	To cash for laws sold.....	4.00	
January	10	To cash for reports sold .....	24.00	
January	6	To cash for reports sold .....	1.75	
January	20	To warrant on state treasurer.....	1,500.00	
May	21	To cash from J. W. Grumiaux (refund).....	3.55	
August	4	To cash for laws sold.....	1.00	
October	10	To warrant on state treasurer.....	\$,000.00	
1901.				
January	20	To warrant on state treasurer.....	1,840.37	
May	22	To warrant on state treasurer.....	2,500.00	
Total.....			\$ 15,064.79	
1899.		EXPENDITURES.		
December	31	By books purchased for six months.....		\$ 3,694.92
December	31	By binding.....		348.91
December	31	By freight and express .....		98.48
1900.				
March	31	By books purchased for quarter.....		1,754.55
March	31	By binding .....		811.43
March	31	By freight and express.....		60.63
June	30	By books purchased for quarter.....		188.71
June	30	By binding .....		35.54
June	30	By freight and express .....		23.70
December	31	By books purchased for six months.....		4,555.59
December	31	By binding .....		357.03
December	31	By freight and express.....		94.88
1901.				
March	31	By books purchased for quarter.....		1,138.15
March	31	By binding.....		57.02
March	31	By freight and express.....		45.20
June	30	By books purchased for quarter.....		2,097.95
June	30	By binding.....		281.30
June	30	By freight and express .....		88.47
June	30	By balance in bank.....		33.30
Balance .....				\$ 15,064.79

## Law Department.

RECEIPTS.		
Warrant on state treasurer.....	\$ 522 6c	
Warrant on state treasurer.....	1,000 00	
Amount for code and laws sold.....	6.00	
Total .....	\$ 1,528 60	
EXPENDITURES.		
Books purchased for quarter.....	\$ 790.89	
Shipping .....	4 51	
Books purchased for quarter.....	938 60	
Shipping.....	15.50	
Freight and express.....	1 60	
Balance in bank.....	77 41	
Total .....	\$ 1,828 60	

## Traveling Library Department.

RECEIPTS.		
Balance from last statement ..	\$ 164.74	
Amount for freight and express.....	6.00	
Warrant on state treasurer .....	500.00	
Amount for freight and express.....	1.50	
Amount for freight and express .....	5.46	
Amount for books lost.....	5.45	
Amount for library burned.....	61.50	
Warrant on state treasurer .....	800.00	
Amount for freight and express.....	1.00	
Amount for book lost.....	1.15	
Warrant on state treasurer.....	1,000.00	
Amount for freight and express.....	1.75	
Amount for books lost.....	3.75	
Warrant on state treasurer .....	875 91	
Warrant on state treasurer .....	50.00	
Warrant on state treasurer .....	50 00	
Amount for freight and express.....	2.25	
Amount for book lost .....	1.00	
Warrant on state treasurer .....	600 00	
Warrant on state treasurer.....	50 00	
Warrant on state treasurer.....	50 00	
Warrant on state treasurer.....	20 00	
Total .....	\$ 4,251.52	
EXPENDITURES.		
Books and supplies for six months .....	\$ 248.77	
Shipping.....	5 70	
Freight and express .....	13.81	
Shipping cases .....	220.00	
Books and supplies for quarter.....	143.00	
Shipping.....	3 00	
Freight and express .....	11 45	
Books and supplies for quarter .....	763 04	
Shipping .....	8.20	
Books and supplies for six months.....	675 47	
Shipping.....	2 45	
Freight and express.....	27 25	
Librarian's expenses to conference.....	109 80	
Books and supplies for quarter.....	776 54	
Shipping.....	4 30	

## Traveling Library Department—CONTINUED.

1901.		RECEIPTS.	
March	31	By freight and express .....	14
March	31	By shipping cases.....	8
June	30	By books and supplies for quarter. ....	545
June	30	By binding .....	8
June	30	By freight and express.....	37
June	30	By labor expense.....	334
June	30	By balance in bank. ....	323
		Total .....	\$ 4,251 5

## Classification.

1899.		RECEIPTS.	
July	1	To balance from last statement.....	\$ 23 72
July	31	To warrant on state treasurer .....	125 00
August	31	To warrant on state treasurer.....	125 00
September	30	To warrant on state treasurer .....	125 00
October	31	To warrant on state treasurer.....	125 00
November	30	To warrant on state treasurer.....	75 00
December	31	To warrant on state treasurer.....	75 00
1900.			
January	31	To warrant on state treasurer .....	75 00
February	28	To warrant on state treasurer.....	75 00
March	31	To warrant on state treasurer .....	75 00
April	30	To warrant on state treasurer .....	75 00
May	31	To warrant on state treasurer .....	75 00
June	30	To warrant on state treasurer.....	75 00
July	31	To warrant on state treasurer.....	75 00
August	31	To warrant on state treasurer.....	75 00
September	30	To warrant on state treasurer.....	75 00
October	31	To warrant on state treasurer .....	75 00
November	30	To warrant on state treasurer.....	75 00
December	31	To warrant on state treasurer .....	75 00
1901.			
January	31	To warrant on state treasurer.....	75 00
February	28	To warrant on state treasurer .....	75 00
March	31	To warrant on state treasurer.....	75 00
April	30	To warrant on state treasurer .....	75 00
May	31	To warrant on state treasurer.....	75 00
June	30	To warrant on state treasurer.....	51 28
		Total.....	\$ 2,000 00
1899.		EXPENDITURES.	
September	30	By labor for quarter.....	\$ 375 00
December	31	By labor for quarter.....	275 00
1900.			
March	31	By labor for quarter.....	225 00
June	30	By labor for quarter.....	225 00
September	30	By labor for quarter .....	225 00
December	31	By labor for quarter.....	225 00
1901.			
March	31	By labor for quarter.....	225 00
June	30	By labor for quarter .....	225 00
		Total.....	\$ 2,000 00

Historical Department.

RECEIPTS.		
o cash in hands of curator.....	\$ 831.54	
o warrant on state treasurer.....	250.00	
o warrant on state treasurer.....	31.90	
o warrant on state treasurer.....	250.00	
o warrant on state treasurer.....	250.00	
o warrant on state treasurer.....	250.00	
o cash in hands of curator.....	36.30	
o warrant on state treasurer.....	550.00	
o warrant on state treasurer.....	42.50	
o warrant on state treasurer.....	207.50	
o warrant on state treasurer.....	250.00	
Total.....	\$ 2,949.64	
EXPENDITURES.		
y salaries for quarter.....	\$ 750.00	
y material and supplies.....	31.90	
y salaries for quarter.....	750.00	
y material and supplies.....	110.03	
y one large cabinet.....	215.00	
y freight and express.....	41.06	
y printing annals, etc.....	167.35	
y cash in hands of curator.....	867.74	
y balance in Marquardt Savings bank.....	16.56	
Balance.....	\$ 2,949.64	

Historical Department.

(Special Appropriation.)

RECEIPTS.		
o warrant on state treasurer.....	\$ 105.00	
o warrant on state treasurer.....	54.50	
o warrant on state treasurer.....	55.00	
o warrant on state treasurer.....	20.17	
o warrant on state treasurer.....	55.00	
o warrant on state treasurer.....	55.00	
o warrant on state treasurer.....	55.00	
Total.....	\$ 399.67	
EXPENDITURES.		
y expense for night watch.....	\$ 214.50	
y expense for extra janitor.....	20.17	
y expense for night watch.....	165.00	
Total.....	\$ 399.67	

## **Additions to The General Library, June 30, 1899, to June 30, 1901.**

### **Explanation.**

This list is on the same general plan as that published two years ago. The bulletin of 1899 was prepared with the intention of making it a help to the library workers of the state in matters of technical detail. Many gratifying assurances that it has been helpful have come to the library, and the additional labor of preparing something more than a mere author list has been amply justified.

The list of publications of governments and states is now printed separately, not in the classified list as heretofore. Excepted from this list, for the greater convenience of students and specialists, are the geological reports, also other scientific reports and industrial reports by states, also special monographs on various subjects, all of which are included in the class list.

The bulletin has been prepared with even greater care as to detail than its predecessor. The author index is especially strong in full names, since it is designed to serve as a reference book for cataloguers whose reference works are limited in number. The general use of this bulletin by the librarians of the state leads to the conclusion that progress along uniform lines of development is well begun in Iowa.

The class list is arranged numerically, according to class number, and the author index is in alphabetical order. The order of subjects in the class list is described in the outline of classification which precedes the class list.

## Outline of Classification.

## Biography, Collective.

## Biography by Subjects, Collective,

## Biography, Individual.

<b>Works.</b>	<b>500</b>	<b>Natural Science</b>
aphy.	510	Mathematics
economy.	520	Astronomy.
cyclopedias.	530	Physics.
collections.	540	Chemistry.
periodicals.	550	Geology.
societies.	560	Paleontology.
pers.	570	Biology.
phy.	580	Botany.
rities.	590	Zoölogy.
hy.	<b>600</b>	<b>Useful Arts.</b>
raics.	610	Medicine.
metaphys. topics.	620	Engineering.
nd body.	630	Agriculture.
hical systems.	640	Domestic economy.
ogy.	650	Communication.
	660	Chemical technology.
	670	Manufactures.
philosophers.	680	Mechanic trades.
philosophers.	690	Building.
	<b>700</b>	<b>Fine Arts.</b>
theology.	710	Landscape gardening.
	720	Architecture.
al theology.	730	Sculpture.
al and practical.	740	Drawing. Design.
ic. Parochial.	750	Painting
Institutions	760	Engraving.
s history.	770	Photography.
n churches. Sects.	780	Music.
istian religions.	790	Amusements.
y.	<b>800</b>	<b>Literature.</b>
s.	810	American.
science.	820	English
economy.	830	German.
	840	French.
stration.	850	Italian.
ions. Institutions.	860	Spanish.
on.	870	Latin.
ce.	880	Greek.
s. Costumes.	890	Minor languages.
y.	<b>900</b>	<b>History.</b>
ative.	910	Geography and discription.
	*920	Biography.
	930	Ancient history.
	940	Europe.
	950	Asia
	960	Africa
	970	North America.
	980	South America.
languages.	990	Oceanica and Polar regions.

Applying the decimal system to our library we make no use of 920 (except "Biography, collective," we class under B with Cutter book-number of biography by subjects, collective, we class under B with class number and of biographee. "Biography, individual," is given only the Cutter book-





## Class List.

### B. Biography, Collective.

or, A. *Countess von*. The sovereign ladies of Europe.

R. N. Twelve notable good women of the 19th century.  
D.]

a, H. P. *comp*. Love in letters of statesmen, warriors,  
of letters and others. c [1895.]

a, H. P. *comp*. Princesses in love. 1895.

Timothy. Three score years and beyond. 1872.

n, Parke. Commemorative addresses. 1895.

S: L. Biographical sketches of eminent lawyers, states-  
and men of letters. 1821.

P. M. Biographical essays. 1884.

. B. Eccentricities of genius. c [1900.]

d, A. R., Weitenkampf, Frank, and Laviberton, J. P.  
ary of historical characters and famous events. v. 11-12.  
-00.

son, T. W. Contemporaries. 1899.

al cyclopædia of American biography. v. 9-10. 1899-

n, Leslie. *ed*. Dictionary of national biography. v.  
3. 1899-00.

, W: R. Throne-makers. 1899.

who. v. 52. 1900.

who in America, 1899-1900.

son, A. B. Five great Oxford leaders, Keble, Newman  
y, Liddon and Church. 1900.

- B200 Gracey Mrs. J. T. Eminent missionary women. 1898.  
G75
- B200 Ricker, Joseph. Personal recollections; a contribution to Baptist history and biography. 1894.  
R43
- B220 Cheyne, T. K. Founders of Old testament criticism. 1893.  
C42f
- B355 Powell, W. H. *comp.* List of officers of the army of the United States from 1779 to 1900. 1900.  
P87f
- B359 Laughton, J. K. *ed.* From Howard to Nelson—twelve sailors. 1899.  
L86
- B740 Kitton, F. G. Dickens and his illustrators. 1899.  
qK65
- B750 Hubbard, Elbert. Little Journeys to the homes of eminent painters. c[1899.]  
H86
- B780 Baker, Theodore. *comp.* Biographical dictionary of musicians. 1900.  
B17
- B780 Lahee, H. C. Famous violinists of to-day and yesterday. 1899.  
L13
- B780 Lenz, W. *von.* The great piano virtuosos of our time from personal acquaintance, Liszt, Chopin, Tausig, Henselt, tr. fr. the Ger. by Madeleine R. Baker. 1899.  
L54
- B793 Strang, L. C. Famous actors of the day in America. 1900.  
St8
- B810 Derby, J. C. Fifty years among authors, books and publishers. 1884.  
D44
- B910 Stearns, F. P. Sketches from Concord and Appledore. 1895.  
St3
- B910 Wilson, J. G. Bryant and his friends; some reminiscences of the Knickerbocker writers. 1886.  
W69
- B930 Hunt, Leigh. Lord Byron and some of his contemporaries. 1828.  
H91
- B930 Yarnall, Ellis. Wordsworth and the Coleridges, with other memories, literary and political. 1899.  
Y2
- B940 Doumic, Rene'. Contemporary French novelists. 1899.  
D73
- B970 Boissier, Gaston. The country of Horace and Virgil. 1896.  
B63c
- B942 Campbell, John Campbell. *1st baron.* Lives of Lord Lyndhurst and Lord Brougham. 1862.  
C15c2
- B942 Hunt, Violet Brooke. Prisoners of the Tower of London. 1899.  
H91
- B942 Richardson, Mrs. [J. D.] Famous ladies of the English court: by Mrs. Aubrey Richardson. 1899.  
R39
- B973 Baldwin, Joseph G. Party leaders; sketches of Thomas Jefferson, Alexander Hamilton, Andrew Jackson, John Randolph of Roanoke. 1855.  
B19

- B973 Belknap, Jeremy. American biography. 2v. 1794-8.  
 B41  
 B978 Glenn, T: A. Some colonial mansions and those who lived in  
 G48 them with genealogies of the various families mentioned.  
 1899.  
 B973 ——— Some colonial mansions and those who lived in  
 G481 them. Second series. 1900.  
 B978 Terhune, Mrs. M. V. (Hawes). More colonial homesteads and  
 T27m their stories, by Marion Harlan. 1899.

### Biography, Individual.

- Ab3dg Aberdeen. Gordon, Sir Arthur. The Earl of Aberdeen. 1898.  
 (Prime ministers of Queen Victoria.)  
 Ab8 Abrantes. Abrantes, Laure (Permon) *duchesse d'*, Autobiogra-  
 phy and recollections. 4 v. 1893  
 Ad Adams. Adams, C: F. jr. Charles Francis Adams, by his son.  
 1900. (Amer. statesmen.)  
 Ad11b Adams. Brown, M. E. and Brown, H. G. The Story of John  
 Adams.  
 A123w Alexander the Great. Wheeler, B: I. Alexander the Great.  
 1900. (Heroes of the nations.)  
 A124c Alexander I, emperor of Russia. Choiseul-Gouffier, *Comtesse de*,  
 Historical memoirs of the Emperor Alexander I and the court  
 of Russia. 1900.  
 A125 Alexander. Alexander, J. W. Forty years' familiar letters, ed.  
 by John Hall. 2 v. 1860.  
 A127b Alfred the Great. Bowker, Alfred. ed. Alfred the Great.  
 1899.  
 Ap54 Appleton. Hale, Susan. ed. Life and letters of Thomas Gold  
 Appleton. 1885.  
 Ar2 Arch. Arch Joseph. Story of his life told by himself. ed. by  
 the Countess of Warwick. 1898.  
 Ar6s Arnold. 'Saintsbury, G: [E. B.] Matthew Arnold. 1899.  
 Ar62s Arnold. Stanley, A. P. Life and correspondence of Thomas  
 Arnold. 1848.  
 Au7p Austen. Pollock, W. H. Jane Austen, her contemporaries and  
 herself; an essay in criticism. 1899.  
 B19b Balfe. Barrett, W. A. Balfe: his life and work.  
 B22 Bancroft. Bancroft, Mrs. E. (Wilton), and Bancroft, Squire.  
 Mr. and Mrs. Bancroft, on and off the stage written by them-  
 selves. E t. 8. 1891.  
 B24 Barlow. Todd, C: B. Life and letters of Joel Barlow. 1886.

- Barrows.* Barrows, S: J. Baptist meeting-house. Ed. 2. 1890.  
B274
- Beaconsfield.* Beaconsfield, Benjamin Disraeli, 1st earl of.  
B35 Home letters in 1830 and 1831. 1885.
- Beardsley.* Beardsley, Levi. Reminiscences. 1852.  
B38
- Benson.* Benson, A. C. Life of Edward White Benson, 2 v.  
B448 1899.
- Beust.* Beust, F. F. *graf von*. Memoirs. Ed. 2. 2v. 1887.  
B46
- Bismarck.* Headlam, J. W. Bismarck and the foundation of  
B54he the German empire. 1899. (Heroes of the nations.)
- Bismarck.* Poschinger, Heinrich *von*. *comp.* Conversations  
B54p with Prince Bismarck. 1900.
- Borrow.* Knapp, W: L. Life, writings and correspondence of  
B64k George Borrow. 2 v. 1899.
- Bourgogne.* Bourgogne, A. J: B. F: Memoirs of Sergeant  
B66 Bourgogne. 1812-1813. 1899.
- Bowles.* Merriam, G: S. Life and times of Samuel Bowles.  
B68m 2 v. 1835.
- Brady.* Brady, C. T. Recollections of a missionary in the  
B727 great west. 1900.
- Brontë.* [Terhune, Mrs. (M. V Hawes.)) Charlotte Brontë at  
B78t home, by Marion Harland. 1899.
- Brooke.* St. John, Sir Spencer. Rajah Brooke, the English-  
B79a man as ruler of an eastern state. 1899. (Builders of Greater Britain.)
- Brooks.* Howe, M. A. D. Phillips Brooks. 1899. (Beacon  
B795h Biographies.)
- Brown.* Chamberlin, J. E. John Brown. 1899. (Beacon  
B81c Biographies.)
- Browning.* Whiting, Lillian. A study of Elizabeth Barrett  
B819w Browning. 1899.
- Browning.* Browning, Robert and Browning, Mrs. Eliza-  
B82b beth (Barrett). Letters, 1845-1846. 1899.
- Browning.* Cary, E. L. Browning, poet and man, a survey.  
B82c 1899.
- Browning.* Waugh, Arthur. Robert Browning. 1900.  
B82w
- Bryant.* Bryant, festival at "The century." 1885.  
B848c
- Buckingham.* Buckingham, J. T. Personal memoirs and recol-  
B848 lections of editorial life. 2 v. 1852.
- Bülow.* Bülow, H. [G.] *von*. Early correspondence.  
B872
- Bunsen.* Hare, A. J: C. Life and letters of Frances, Baroness  
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H23
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H46
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116
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L114
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LI23
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H18m  
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H23f  
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H49f  
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H49l  
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H49l2  
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K62  
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K62yl  
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L62  
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Chipiez, Charles. <i>jt. author.</i> see Perrot, Georges.		
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Clark, V. A. <i>jt. author.</i> see True, Alfred Charles.	680.7	T76
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Colquhoun, Archibald Ross. Overland to China.	915.1	C71
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— <i>Geological survey.</i> [Report.]	557r qM58
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Notes and queries. (American.)	050 N84
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Overton, John Henry. The Anglican revival.	283	Ov2
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<i>Paine, Thomas.</i> Life by Sedgwick.		P16s
Palgrave, Robert Harry Inglis. <i>ed.</i> Dictionary of political economy.	330	P17
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Palmer, Frederick. In the Klondyke.	917.12	P18
<i>Palmerston, Henry John Temple, viscount.</i> Life by Argyle.		P18l
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Park, Carton Moore. Book of birds.	769	fP22
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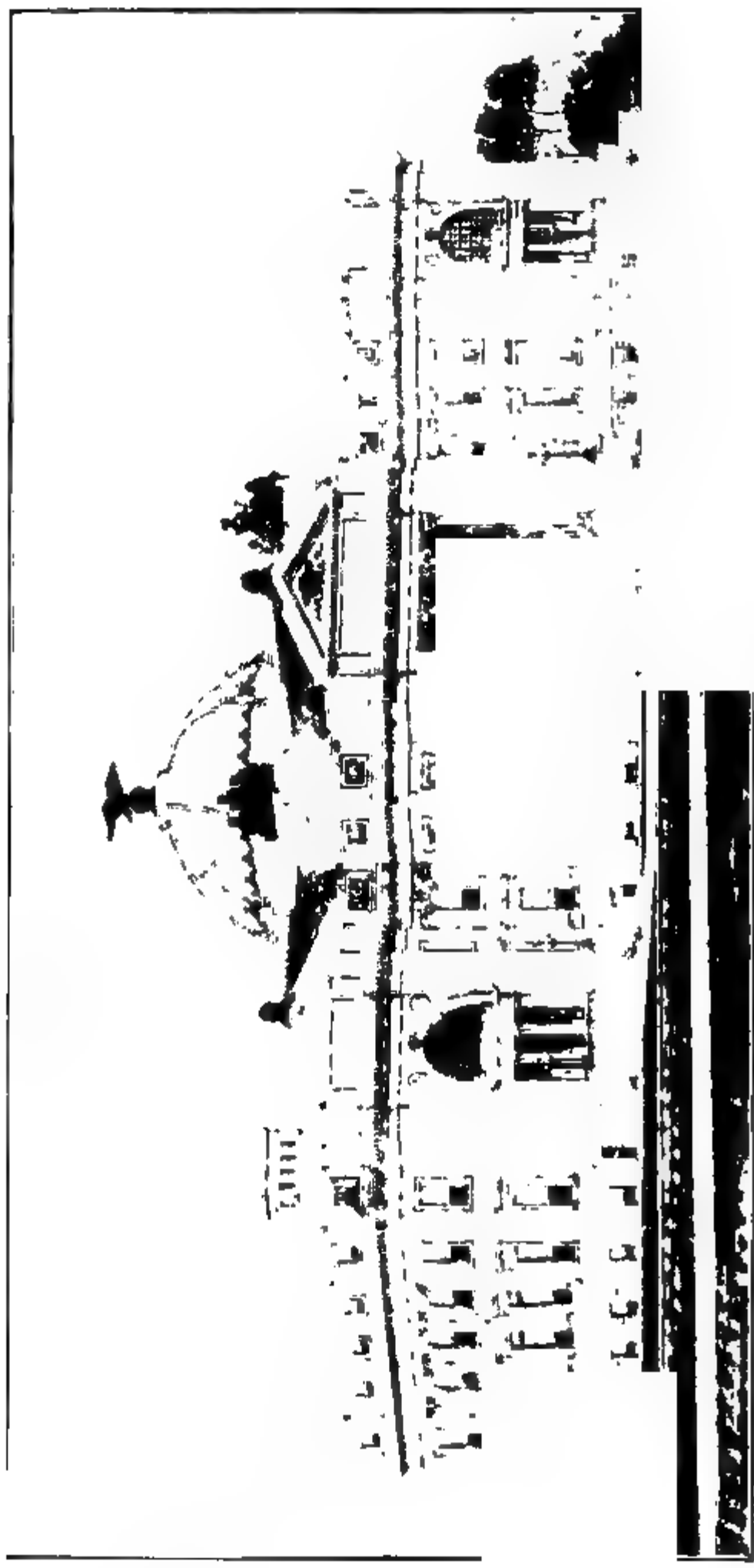
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THE STATE HISTORICAL BUILDING.  
THE ELEVATION AS IT WILL APPEAR WHEN COMPLETED.

**FIFTH BIENNIAL REPORT**

**OF THE**

**HISTORICAL DEPARTMENT**

**OF IOWA.**

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Made to the Trustees of the State Library,

NOVEMBER 1, 1901.

**BY CHARLES ALDRICH,**  
Curator.

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**PRINTED BY ORDER OF THE GENERAL ASSEMBLY.**

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**DES MOINES**  
**B. MURPHY, STATE PRINTER**  
**1901**





## LETTER OF TRANSMITTAL.

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STATE HISTORICAL DEPARTMENT,  
DES MOINES, IOWA, November 1, 1901.

*To the Honorable Board of Trustees:*

GENTLEMEN—In pursuance of the requirements of section 2, chapter 114, laws of the Twenty-eighth General Assembly, I have the honor to transmit herewith the fifth biennial report of the Historical Department.

Very respectfully yours,

CHARLES ALDRICH,  
*Curator.*



## HISTORICAL DEPARTMENT OF IOWA.

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### TRUSTEES:

GOVERNOR LESLIE M. SHAW. JUDGE EMLIN McCLAIN.  
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CHARLES ALDRICH, *Curator.*



## INTRODUCTORY.

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The operations of the Historical Department of Iowa during the past two years present some features which I believe are quite out of the common, but still unavoidable necessities arising from its rapid growth and development. Upon the meeting of the legislature of 1900—the twenty-eighth general assembly—there was an immediate and peremptory demand for the rooms hitherto occupied by the lieutenant governor and sundry committees of the senate, but which had been temporarily assigned to the board of control. The historical building was nearing completion, though the work of the carpenters and plasterers was still in progress. But I was ordered to transfer the collections at once to the new edifice and so make room for the board of control in the rooms to be vacated. The task seemed a stupendous one, endangering the safety of a large and precious property, but it was promptly begun, and the best made of a far from agreeable but no doubt unavoidable situation. Books, museum materials and furniture, had to be rushed over despite the cold weather, as rapidly as men could carry them, and piled up in a very promiscuous manner in the unfinished rooms, to be repeatedly moved about on the floors so that work on the building need not be interrupted. Even after our collections had been to some extent arranged, much work was required to give them protection while the work of painting and decorating the rooms was in progress. It is but a few months since the last work was done in finishing the art room. All possible care was taken, and I believe that slight losses and but trifling damage occurred. I deem it but justice to myself and my faithful assistants to state these facts, not, however, in any spirit of complaint, but to give some idea of the great amount of work that was necessary to recover our collections from the dust-heaps into which they were piled, and as far as possible to bring order out of chaos.

### IOWA NEWSPAPERS.

Judged by their constant use, none of the collections in the Historical Department has more practical value than that of the

newspapers of Iowa. In addition to current issues, which are regularly received and substantially bound, every possible effort has been put forth to secure files of former years, from the early days of the territory and state. As a result, the Department has been able to secure many volumes, or parts of volumes, and even single copies of early papers, all of which are carefully preserved. I have also located several files, more or less complete, commencing many years ago, which I believe will come here at no distant day—if, in the meantime, they are not destroyed by fire.

A card index, of the leading articles in the daily and weekly state papers, along the lines of Iowa history and biography, prominent events of state importance, and notable speeches and addresses by Iowa men, is kept, with daily additions. This index is found to be of much value in the reference work of the department.

#### THE HISTORICAL COLLECTIONS.

During the past two years the work of the department has proceeded upon much the same lines that were marked out at the beginning. Our collections include 300 Iowa newspapers, with a limited number of representative journals from other states, miscellaneous Iowa pamphlets, publications relating to slavery and the Civil War, works upon the Indian tribes of North America, reports from the United States census and labor bureaus, works of American history and biography, early and later maps, autograph letters, museum materials, manuscripts, and portraits. By direction of the board of trustees much attention has also been given to collecting works of American genealogy. Upon all these lines very satisfactory progress has been made.

#### THE MUSEUM.

Up to this time every effort consistent with the limits of the appropriations set apart by the legislature has been put forth to increase the attractions of the museum. The collections now include seven large autograph cases, which will be filled as soon as the accumulations can be placed in the drawers; a collection of recent, aboriginal, and prehistoric pottery—some of the most interesting specimens of which were found in our own state; a large collection of stone implements, among which is an Iowa axe weighing  $31\frac{3}{4}$  pounds—one of the largest ever discovered—with hundreds of flints; two large cases of birds—mostly species found within our state; many Iowa mammals; four large aquariums stocked with a collection of Iowa fishes; a case of Indian

**THE STATE HISTORICAL BUILDING.**

**THE WEST WING, THE ONLY PORTION COMPLETED AT THE DATE OF THIS REPORT  
(NOVEMBER 1, 1901).**



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baskets, bead work, implements and weapons, most of which were manufactured by the Musquakie Indians of Tama county; a collection of arms — rifles, muskets, swivel guns, carbines, swords, and pistols — in use during the Civil, Spanish and Philippine wars; the Larrabee case with its highly interesting and historically valuable contents; with single items of more or less importance, together with many of which mention is made elsewhere. A large portion of the articles in this museum possess historic value, aside from their popular interest. That they attract ever-increasing throngs of visitors is known throughout the state. In this way the people are realizing a return for the taxes they pay for the support of the department which would seem to be very satisfactory. Not the least gratifying result of the years of work devoted to this department is the great measure of appreciation which has been accorded to it by people in every part of Iowa.

#### THE AQUARIUMS.

Four large aquariums were included with the fixtures in the Historical building. A stream of city water runs through each one, and they have been fairly supplied with Iowa fishes—the principal varieties being the different species of bass, catfish, perch, and wall-eyed pike, for which the department has been indebted to the kindness of Mr. W. B. Bush of Des Moines. A collection of speckled trout has been furnished by the United States fish commission, from the government hatchery at Manchester, Iowa. This collection of living fishes is one of the most interesting objects in the lower museum room.

#### THE ART GALLERY.

This room is sixty-four feet long by twenty-eight feet in width. It is lighted from the roof, the skylight being over fifty feet in length by sixteen feet in width. A substantial shade near the glass is readily adjustable to secure the proper amount of light. A system of electric lights was added, by which the room can be beautifully lighted. It is also provided with chairs, and may be used as an auditorium or lecture-room. The first meeting in which it was so used was by the Iowa Pioneer Law Makers' Association in February, 1900. At a late meeting of the executive committee of that organization, it was ordered that the meeting in February, 1902, be held in the same place. Several additions have been made to the art collections during the past biennial

period, which will be found listed elsewhere. A number of historical portraits will be added during the coming year.

#### LETTERS OF THE TERRITORIAL GOVERNORS.

In the early days of the Historical Department I ascertained that, aside from signatures to official documents, little or none of the handwriting of our territorial governors was in existence within our state. Patient search revealed nothing of the kind. Some of their letters and documents, however, may sometime be found in the cramped and crowded receptacles adjoining the state executive offices. It seemed altogether anomalous that no letters by Governors Lucas, Chambers and Clarke could be located. Application to their surviving relatives yielded no better results. I made it the subject of some study, coming to the conclusion that there must still be many of their letters and reports, as ex-officio superintendents of Indian affairs, or in regard to other public matters pertaining to the territory, in the public archives at Washington. Nothing could be found in either the war or treasury departments, and I then applied to the Hon. W. A. Jones, commissioner of Indian affairs, who ordered a search to be made through the files of his office, resulting in the discovery of seventy-eight original letters by our three territorial governors. Of these, eighteen were written by Governor Robert Lucas, forty-seven by Governor John Chambers, and thirteen by Governor James Clarke. There are also several interesting letters and enclosures by other parties accompanying these documents.

Informing the late United States Senator John H. Gear of what I had found, he kindly proffered to introduce a bill providing that the letters should be copied and the originals sent to the Historical Department, the certified copies to be retained by the commissioner of Indian affairs. Congress soon adjourned, and the bill was lost. Before the next session Senator Gear died. His successor, Hon. J. P. Dolliver, promptly took the matter up, and, assisted in the house by Hon. John F. Lacey and Hon. J. A. T. Hull, secured the passage of the bill. In due time the letters reached the Historical Department. They have been carefully cleaned, repaired, and superbly bound. In view of the extreme paucity of the documentary materials which have come down to us from our territorial days, this "find" is regarded by all who have examined the letters as one of much importance. They will not only throw light upon the condition of the Indians of the territory, but they disclose the efforts of our good governors,

as far as possible, to promote the best interests of their wards and protect them from the rapacity of the "regular traders" who were allowed to visit them. They also clearly show what manner of men those early governors were.

It is not improbable that farther searches in the departments at Washington will result in the discovery of other valuable letters and papers relating to early Iowa.

#### THE ALDRICH COLLECTION.

This work, mainly an autograph collection, was the foundation of the present Historical Department. It has enjoyed a considerable growth during the past two years, though few of the materials have yet been arranged in the cases. Several valuable manuscripts are ready to be bound—notably one of nineteen pages by Gen. William T. Sherman, one by Ernest Haeckel, with letters and manuscripts by Governors Carpenter and Kirkwood, and other distinguished persons. The third volume of the correspondence of Hon. John A. Kasson, and a large volume of letters left by Gen. J. M. Street, the illustrious friend of the Indians, have been put into fine bindings. The correspondence of Gen. George W. Jones and Laurel Summers are also ready for the binder. This collection attracts much notice by visitors, and has proven of great utility in furnishing historical portraits and other materials for the illustration of books, magazines and newspapers. Especial pains are taken to increase the Iowa materials—territorial and state.

Hon. John A. Kasson has also deposited with his former gifts three commissions which he received under appointments by President McKinley: 1, as "Special Commissioner and Plenipotentiary of the United States of America" (1897), for the negotiation of reciprocity treaties; 2, as "Commissioner and Plenipotentiary of the United States in a Joint High Commission for the Adjustment of Differences between the United States and Great Britain in respect to the Dominion of Canada;" and 3, as "Special Commissioner and Plenipotentiary of the United States of America" (1899), in the negotiation of treaties, as under the first commission.

Brevet Maj.-Gen. James A. Williamson has deposited in the collection his commissions, from first lieutenant and adjutant of the fourth Iowa infantry to brigadier and brevet major-general (his sword came previously), with his sash, sword-belt, shoulder-straps, field-glass, haversack, and a collection of war letters

largely by Generals G. M. Dodge and M. M. Crocker. Also, his commission as Commissioner of the General Land Office, signed by President Grant, and two fine portraits.

Brigadier and Brevet Major-General Cyrus Bussey has presented his several commissions, from aid-de-camps (lieutenant-colonel of cavalry) to brigadier-general (signed by Abraham Lincoln), brevet major-general, and assistant secretary of the Interior, with his sword (presented by his regiment, Third Iowa Cavalry), sash, sword-belt, and letters by Governor Kirkwood and Generals Fremont, Sherman, and Grant.

#### THE LARRABEE GIFTS.

Ex-Governor and Mrs. Larrabee have presented to the Department fine portrait busts of themselves, in Carrara marble, from the studio of Messrs. Pugi Brothers, Florence, Italy. The gift includes a substantial and beautiful glass case for the permanent protection and exhibition of these valuable objects. The case also incloses portions of the military clothing, the sword, sash, and other belongings of Capt. Adam Larrabee, father of our Ex-Governor, who fell dangerously wounded at the battle of La Colle Mill, Canada, March 30, 1814. The Larrabee case is one of the most attractive exhibits in the Department, and possesses much historical interest.

#### REPRINTING THE EARLY LAWS.

In my last report I called attention to the subject of reprinting those of our early statute laws, the limited first editions of which were exhausted many years ago. Money having been appropriated for this work among other purposes, the Board of Trustees authorized the reprinting of the first volume, entitled "The Statute Laws of the Territory of Iowa, enacted at the First Session of the Legislative Assembly of said Territory, held at Burlington, A. D. 1838-'39." The new edition was issued from the press in the autumn of 1900. It made a handsome volume of 634 pages, well printed from new type, on Anglo-Saxon paper, and solidly bound in excellent law sheep.

It is believed that the public interest would be promoted by the republication, not only of such of the early laws as have long been out of print, but of the journals of the constitutional conventions and of several of the legislative assemblies.

Copies of these documents are often wanted by students of Iowa history, and this demand is likely to increase in future

years. I believe that they should be reprinted and put into durable binding, the earlier copies having for the most part been issued in paper covers. After supplying the educational and public libraries, the remaining copies should be carefully saved to supply the demands of the future.

#### THE CONSOLIDATION OF THE STATE AND HISTORICAL LIBRARIES.

The Historical Department has experienced an important change since my last report. It had been under my charge, as an independent organization, with its associated undertakings, the Art Gallery, Museum of Natural History and Archaeology, and Miscellaneous collections, from July, 1892, to January 1, 1901. Its work had been peculiar to itself, unlike that of any other institution in the state.

The General Assembly however, in 1900, passed an act (chapter 114, laws, 1900) providing for the consolidation of the State and Historical Libraries. This consolidation affected the general management very materially as the two libraries were brought under one board of trustees and one directing head, the State Librarian. Under the new order the Historical Department with its various branches has been made a division of the State Library. It now bears the same relation to the State Library that the Law, Traveling, and General Reading and Reference libraries bear to each other and to the State Library.

#### EXTENSION OF THE HISTORICAL BUILDING.

Under the provisions of section 2, chapter 12, laws of the Twenty-sixth General Assembly, it was enacted that "the Executive Council, in letting the contract for the erection of the Historical Building, shall take into consideration the future needs of the state, and shall adopt a plan which will readily admit of such enlargement as may be required in the future." In pursuance of this requirement, the Council selected a plan which has become familiar to the people of the state through the engravings which have been published from time to time since its adoption. Under the authority thus given the west wing of the proposed structure was erected, and the historical collections and museum properties were transferred to it. Owing to the rapid growth of the work, some of the rooms are already filled to overflowing, especially those devoted to the newspaper files and the museum. There is even now an urgent need for more space. The work has reached that point in the public confidence in which it is attract-

ing valuable loans and gifts, and its growth in the future bids fair to exceed that of the past. The pressing needs of the department in properly housing the historical collections, and the universal appreciation and approval of the art and museum features by the people, have created in the public mind an expectation that the completion of the edifice will not be delayed. Its cost will manifestly depend upon the manner in which it is finished, decorated and provided with furniture and fixtures. It is believed that seventy-five thousand dollars per year for the next four years will be necessary to fitly complete the structure. Adequate provision to prevent the further waste of precious historical materials should be made the coming winter.

#### A HALL OF ARCHIVES.

In addition to the requirements of the State Library, there is an acknowledged need of a Hall of Archives, in which to properly catalogue, index, and systematically preserve original state documents and papers, for which up to this time no provision has ever been made. Very few papers of this class can be found today, and they are among the most valuable materials of history. They have simply been wiped out of existence. Then, it would seem that the printed state documents which remain after the distribution fixed by law should come under some systematic care in the Historical Building. These suggestions carried out in the completed edifice will of themselves justify the expenditure required. They are in exact accord with what is being done in several of the states distinguished by the high character of their historical work.

#### THE ANNALS OF IOWA.

The third series of this publication has reached the third number of the fifth volume. It is an eighty-page pamphlet, issued four times a year, devoted to Iowa and western history and biography. It is sent to all Iowa public libraries free of charge, and in exchange for such newspapers and historical periodicals as come without other cost to the department. It therefore amply repays the expense of its publication, aside from such original contributions as appear in its pages. The editions of a few of the early numbers were long ago exhausted, but these have been reprinted by authority of the trustees.

#### ACKNOWLEDGMENTS.

In closing my fifth biennial report, I wish to tender my sincere

thanks to the board of trustees for the kindness and courtesy I have experienced at their hands from the commencement of this work. They have uniformly acted with high appreciation of the growing needs of the department, cordially sustaining and strengthening the plans and purposes I have had in view. I shall always feel deeply grateful for these manifestations of good will to the department and to myself personally.

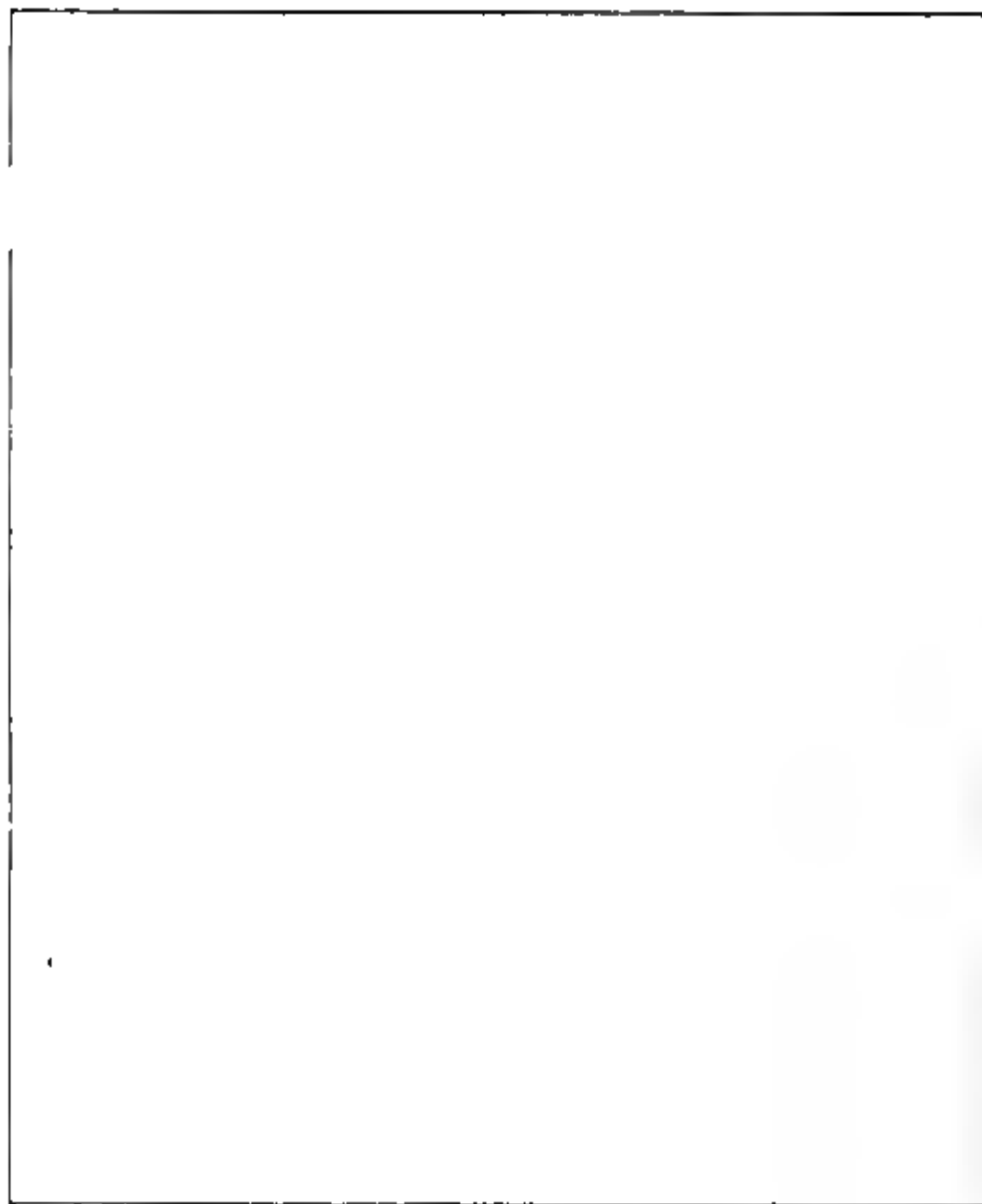
Of the people employed in the department—Miss Mary R. Whitcomb, assistant curator, cataloguers and accountant; Miss Alice M. Steele, clerk and stenographer, in charge also of receiving and arranging the newspaper files; Mr. A. I. Johnson, in charge of the art gallery and museum, and worker in taxidermy; and Mr. Robert McNulty, night watchman and janitor—I wish to say that they have discharged their several laborious duties with rare efficiency and fidelity.

CHARLES ALDRICH,  
*Curator State Historical Department.*









*Horaw Buies*

GOVERNOR OF IOWA FROM FEBRUARY 27, 1890, TO JANUARY 11, 1894.

## BOUND VOLUMES OF NEWSPAPERS.

## ADAIR COUNTY.

Fontanelle Observer, 1884-88; July 1894-December 1899.  
Greenfield Democrat, July 1893-December 1899.

## ADAMS COUNTY.

Adams County Free Press, May 1893-December 1898.  
Adams County Union-Republican, 1894-99.

## ALLAMAKEE COUNTY.

Allamakee Journal, April 1893-December 1899.  
Waukon Standard, 1885-86; 1888-90; 1892-1900.

## APPANOOSE COUNTY.

Centerville Citizen, 1883-87; April 1893-December 1900.  
Centerville Journal, October 1893-December 1899.

## AUDUBON COUNTY.

Audubon County Journal, June 1893-December 1899.  
Audubon Republican, 1894-99.  
Audubon Times, April 1883-December 1884; January-March 1886.

## BENTON COUNTY.

Belle Plaine Every-Other-Daily-Union, July 1897-December 1899.  
Belle Plaine Independent, 1883-85.  
Benton County Herald, 1878-82.  
Vinton Eagle, 1855-February 1856; 1893-96.

## BLACK HAWK COUNTY.

La Porte Progress Review, 1897-1900.  
Cedar Falls Gazette, October 1893-December 1895.  
Waterloo Courier, 1899-1900.  
Waterloo Reporter, 1871-72; 1874-79; 1881-86; 1888-97.  
Woman's Standard, September 1886-February 1894.

## BOONE COUNTY.

Boone Democrat, 1868-89; 1893-99.  
Boone News, 1895-96; July-December, 1900.  
Boone Republican, 1883-88; 1890-99.  
Boone Standard, 1868-87; 1893-99.  
Boonesboro Index, 1865-67.

## BREMER COUNTY.

Bremer County Independent, 1893-99.  
Waverly Democrat, 1893-98.

## BUCHANAN COUNTY.

Buchanan County Guardian, August 1858-February 1863.  
Independence Bulletin-Journal, 1883-99.  
Independence Conservative, 1883-98.  
Quasqueton Guardian, December 1856-July 1858.

## BUENA VISTA COUNTY.

Alta Advertiser, 1863-99.  
Storm Lake Pilot Tribune, 1895-98.  
Storm Lake Tribune, May 1895-August 1896.  
Storm Lake Vidette, 1895-1900.

## BUTLER COUNTY.

Butler County Tribune, April 1894-December 1899.  
Iowa Recorder, 1895-1900.

## CALHOUN COUNTY.

Lake City Graphic, April 1893-December 1899.  
Lohrville Enterprise, August 1894-December 1899.  
Manson Journal 1896-99.  
Rockwell City Advocate, 1891-1900.

## CARROLL COUNTY.

Carroll Herald, September 1893-December 1895.  
Carroll Sentinel, July 1893-December 1899.  
Glidden Graphic, 1898-99.

## CASS COUNTY.

Anita Republican, 1893-99.  
Atlantic Telegraph, May 1893-December 1900.

## CEDAR COUNTY.

Tipton Advertiser, May 1863-December 1864; 1883-94.  
West Branch Times, 1890; 1893-1900.

## CERRO GORDO COUNTY.

Cerro Gordo Republican, 1892-1900.  
Clear Lake Mirror, June 1893-December 1899.  
Mason City Globe-Gazette, 1896-99.

## CHEROKEE COUNTY.

Cherokee Times, 1886-88; 1890-99.

## CHICKASAW COUNTY.

Nashua Post, 1894-99.  
New Hampton Tribune, June 1893-December 1899.

## CLARKE COUNTY.

Osceola Democrat, 1896-99.  
Osceola Sentinel, 1898-1900.

## CLAY COUNTY.

Clay County News, 1884-85; 1894-96.  
Spencer Herald, 1898-96.  
Spencer Reporter, 1888; 1885-1900.

## CLAYTON COUNTY.

Clayton County Herald, February-December 1853; February 1854-February 1855; March 1856-April 1857.  
Clayton County Journal, 1878-79; 1885-87.  
Elkader Register, 1878; 1891-99.  
McGregor News, 1898-1900.  
Mississippi Valley Register, May 1859-May 1861.  
North Iowa Times, December 1860-July 1864.

## CLINTON COUNTY.

Clinton Age, May 1898-December 1899.  
Clinton Herald, 1895-1900.  
De Witt Observer, 1864-90.  
Lyons Mirror, 1892-96; 1899-1900.  
Wheatland Gazette, May 1894-December 1899.

## CRAWFORD COUNTY.

Denison Bulletin, March 1894-December 1899.  
Denison Review, 1873-74; 1888-90; May 1898-December 1900.

## DALLAS COUNTY.

Dallas County Democrat, 1898-94.  
Dallas County Record, 1895-1900.  
Perry Advertiser, 1886-1900.

## DAVIS COUNTY.

Bloomfield Democrat, June 1898-December 1899.  
Davis City Advance, 1895-1900.  
Davis County Republican, 1888-88; May 1898-December 1899.

## DECATUR COUNTY.

College City Chronicle, 1895-1900.  
Decatur County Journal, May 1888-93; April 1894-December 1896.  
Garden Grove Express, May 1894-December 1896.  
Lamoni Independent Patriot, 1895-1900.  
Leon Reporter, 1894-99.  
Saints' Herald, 1898-95.

## DELAWARE COUNTY.

Delaware County News, September 1897-99.  
Hopkinton Leader, March 1894-December 1896.  
Manchester Democrat, 1894-99.  
Manchester Press, 1890; 1898-1900.

## DES MOINES COUNTY.

Burlington Gazette, 1875-82; 1898-96.

Burlington Hawkeye, 1874-79; May-December 1880; May 1881-December 1882; March 1883-September 1884; October 1889-December 1900.

Burlington Hawkeye and Iowa Patriot, October 1840-May 1841.

Burlington Post, 1884-88; 1892-1900.

Iowa Territorial Gazette and Advertiser, July 1840-July 1841; July 1842-March 1843.

## DICKINSON COUNTY.

Milford Mail, 1884; 1886-87; 1889-91; 1893-99.

Spirit Lake Beacon, 1884-99.

## DUBUQUE COUNTY.

Dubuque Express and Herald (d), October 1854-December 1859.

Dubuque Weekly Express and Herald, 1858.

Dubuque Herald (d), January-June 1853; January-October 1854; January-June 1861; 1862; July 1863-December 1900.

Dubuque Weekly Herald, 1860.

Dubuque Miners Express, 1847-54.

Dubuque Northwest, July 1857-May 1858.

Dubuque Observer, November 1854-April 1855.

Dubuque Republican, November 1855-December 1857.

Dubuque Telegraph, May 1894-December 1900.

Dubuque Times, June 1857-June 1858; 1866; July-December 1867; 1878-80.

Dubuque Weekly Times, March-December, 1878; April 1893-December 1899.

Dubuque Tribune, 1856; May 1857-March 1858.

Dubuque Union, August-December 1861.

Dubuque Visitor, 1836-38.

Dyersville Commercial, September 1898-December 1899.

Farley Advertiser, 1898-99.

## EMMET COUNTY.

Estherville Democrat, 1895-1900.

Estherville Northern Vindicator, September 1898-December 1896.

## FAYETTE COUNTY.

Elgin Echo, 1897-99.

Oelwein Register, June 1893-December 1899.

West Union Gazette, March-December 1883; March 1893-December 1899.

## FLOYD COUNTY.

Charles City Citizen, August 1896-1898.

Charles City Intelligencer, July 1856-October 1858; 1859-November 1870; 1898-98.

Floyd County Advocate, 1894-99.

Rockford Gazette, June 1894-December 1896.

## FRANKLIN COUNTY

Franklin County Recorder, 1898-1900.

Hampton Globe, 1895-1900.

## FREMONT COUNTY.

Fremont Democrat, 1898-1900.

Sidney Sun, April 1898-December 1899.

## GREENE COUNTY.

Grand Junction Head-Light, 1870; June 1894-July 1899.

Jefferson Bee, 1871-78; 1895-96.

Jefferson Souvenir, 1894-99.

## GRUNDY COUNTY.

Grundy Center Herald, August 1898-December 1899.

Grundy Center Republican, 1885-88; 1898-99.

## GUTHRIE COUNTY.

Guthrian, 1888-92; 1894-96.

Guthrie Sentinel, 1856.

Panora Vedette, 1889-91; 1898-1900.

Stuart Locomotive, 1883-October 1884; 1894-1900.

## HAMILTON COUNTY.

Hamilton Freeman, 1857-62; 1866; December 1877-June 1879.

Hamilton County Journal, May 1894-December 1899.

Jewell Record, 1895-97.

Stanhope Saturday Mail, May 1894-December 1899.

Webster City Freeman, 1881-99.

Webster City Tribune, April 1898-December 1900.

## HANCOCK COUNTY.

Britt News, 1895-1900.

Hancock County Democrat, 1887-1900.

Hancock Signal, March 1894-December 1899.

## HARDIN COUNTY.

Eldora Enterprise, 1898-96.

Eldora Herald, 1880-88; 1890-91; 1898-1900.

Eldora Ledger, 1885-96.

Iowa Falls Sentinel, 1897-99.

## HARRISON COUNTY.

Logan Nucleus, May 1897-99.

Missouri Valley News, 1894-96.

Missouri Valley Times, 1898-1900.

Woodbine Twiner, 1897-99.

## HENRY COUNTY.

Mount Pleasant Free Press, 1888-1900.

Mount Pleasant Journal, May 1898-December, 1900.

## HOWARD COUNTY.

Cresco Plaindealer, May 1898-December, 1899.

Howard County Times, 1888-99.



**HUMBOLDT COUNTY.**

Humboldt Cosmos, 1880-82.  
Humboldt Independent, 1888-1900.  
Humboldt County Republican, 1895-99.  
Renwick Times, 1895-99.  
True Democrat, 1866-69.

**IDA COUNTY.**

Battle Creek Times, March 1888-December 1884; 1886-91; 1898-1900.  
Ida County Pioneer, 1888-85; 1897-99.  
Ida Grove Era, 1895-99.  
Maple Valley Era, 1884-87.

**IOWA COUNTY.**

Marengo Democrat, 1898-1900.  
Marengo Republican, 1895-99.

**JACKSON COUNTY.**

Andrew Western Democrat, November 1849-October 1852.  
Bellevue Leader, May 1898-December 1896.  
Jackson Sentinel, 1898-1900.  
Maquoketa Record, 1899-1900.

**JASPER COUNTY.**

Newton Democrat, 1898-1900.  
Newton Herald, June 1898-December 1899.  
Newton Journal, 1888-99.

**JEFFERSON COUNTY.**

Fairfield Journal (d), 1881-83; 1885-92.  
Fairfield Journal (w), 1880-82; 1884; 1888-90; 1894-1900.  
Fairfield Ledger, 1851-54; 1862-64; 1880; 1893-98.  
Fairfield Tribune, 1879-82.

**JOHNSON COUNTY.**

Iowa City Republican, 1884-1900.  
Iowa State Democratic Press, August 1860-May 1862; February-November 1864.  
Iowa State Press, 1888-1900.  
Iowa State Reporter, January-October 1861.  
Iowa Weekly Republican, April 1859-October 1862.

**JONES COUNTY.**

Anamosa Eureka, 1888-89; 1893-99.  
Monticello Express, April 1897-99.  
Wyoming Journal, 1898-1900.

**KEOKUK COUNTY.**

Sigourney News, May 1898-December 1896.  
What Cheer Patriot, 1888-90; 1892-96; 1899-1900.  
What Cheer Reporter, 1884-94; 1897-98.

**KOSSUTH COUNTY.**

Algona Courier, 1898-99.  
Algona Pioneer Press, April-August 1861; May-October 1862.  
Algona Republican, 1884-98.  
Algona Upper Des Moines, 1893-96.

**LEE COUNTY.**

Fort Madison Democrat, July 1841-July 1844; November 1897-1900.  
Keokuk Constitution-Democrat, 1875-82; 1891-December 1900.  
Keokuk Dispatch, 1854-55.  
Keokuk Gate City (d), 1875-82.  
Keokuk Gate City (w), August 1892-1900.

**LINN COUNTY.**

Cedar Rapids Gazette, June 1893-December 1900.  
Cedar Rapids Republican, July 1885-December 1900.  
Cedar Rapids Standard, 1878-82.  
Lisbon Herald, 1895-99.  
Marion Pilot, 1895-99.  
Marion Register, June 1893-December 1899.  
Walker News, 1838-99.

**LOUISA COUNTY.**

Columbus Gazette, June 1893-December 1895.  
Columbus Safeguard, 1876-82.  
Wapello Republican, November 1894-December 1899.

**LUCAS COUNTY.**

Chariton Democrat, 1883-1900.  
Chariton Democrat-Leader, 1883-86.  
Chariton Herald, 1886-99.  
Chariton Leader, 1875-82.  
Chariton Patriot, June-December 1875; 1877; 1879-80; 1882-86 1888-91  
1893-1900.

**LYON COUNTY.**

Rock Rapids Reporter, 1893-99.  
Rock Rapids Review, 1894-99.

**MADISON COUNTY.**

Winterset Madisonian, 1884-1900.  
Winterset Reporter, 1898-99.  
Winterset Review, 1894-96.

**MAHASKA COUNTY.**

Oskaloosa Herald, 1889-92; April 1894-December 1899.  
Oskaloosa Saturday Globe, 1891-99.  
Oskaloosa Times, 1887-94.

**MARION COUNTY.**

Knoxville Express, May 1898-December 1900.  
Knoxville Journal, May 1898-December 1900.  
Pella Blade, 1883-87; October 1895-99.

## MARSHALL COUNTY.

Marshalltown Statesman, 1875-96.

Marshalltown Times-Republican, August 1898-December 1900.

## MILLS COUNTY.

Glenwood Opinion, 1897-99.

Mills County Journal, June 1898-December 1899.

Mills County Tribune, 1898-99.

## MITCHELL COUNTY.

Mitchell County Press, October 1898-December 1899.

Osage News, 1887-91; June 1898-December 1899.

## MONONA COUNTY.

Mapleton Press, April 1898-December 1899; 1897-99.

Onawa Gazette, 1894-99.

## MONROE COUNTY.

Albia Union, 1888-86; 1898-96.

Monroe County News, 1898-99.

## MONTGOMERY COUNTY.

Red Oak Express, August 1898-December 1900.

Red Oak Sun, 1898-1900.

## MUSCATINE COUNTY.

Bloomington Herald, October 1840-February 1849.

Iowa Democratic Enquirer (d), August-November 1856; September-November 1857.

Iowa Democratic Enquirer (w), July 1848-September 1860.

Iowa Messenger, September-November 1860.

Iowa Standard, October 1840-November 1841.

Muscatine Courier (d), June 1862-March 1863; October-November 1864.

Muscatine Courier (w), July 1863-November 1864; August-October 1866.

Muscatine Journal (d), June 1855-July 1863.

Muscatine Journal (w), May 1849-June 1855; 1898-1900.

Muscatine News Tribune, August 1898-December 1900.

Muscatine Daily Review, September 1860-June 1861.

Muscatine Saturday Mail, 1897-99.

West Liberty Index, 1887-91; 1898-1900.

## O'BRIEN COUNTY.

Sheldon Mail, 1898-1900.

## OSCEOLA COUNTY.

Osceola County Tribune, 1888-89; 1896-1900.

Sibley Gazette, 1893-98.

Sibley Herald, 1898-99.

## PAGE COUNTY.

Clarinda Herald, 1895-99.

Coin Gazette, August 1898-December 1899.

Page County Democrat, April 1898-December 1899.

## PALO ALTO COUNTY.

Emmetsburg Democrat, April 1898-December 1899.

Palo Alto Reporter, April 1894-December 1899.

## PLYMOUTH COUNTY.

Le Mars Globe, May 1898-December 1899.

Le Mars Sentinel, 1890-98.

## POCAHONTAS COUNTY.

Fonda Times, 1883-89; 1891-99.

Rolfe Reveille, May 1898-December 1899.

## POLK COUNTY.

Campaign Journal, July-December 1859.

Des Moines Daily Capital, 1888-April 1901.

Des Moines Gazette, 1896-98.

Des Moines Hawkeye Blade, July-December 1885.

Des Moines Illustrated Iowa, January-April 1898.

Des Moines Journal of Commerce, 1884-86.

Des Moines Leader, 1876-June 1901.

Des Moines Mail and Times, 1886-93; October 1898-March 1899; 1895-1900.

Des Moines Daily News, 1882; 1889-June 1901.

Des Moines Weekly News, March 1879-July 1880.

Des Moines Plain Talk, 1882-94.

Des Moines Daily Republican, November 1872-May 1873.

Des Moines Saturday Review, 1890-97.

Des Moines Svithiod, 1884-99.

Homestead, 1864-85; 1892-1900.

Iowa Commonwealth, 1895-1900.

Iowa Farmers Tribune, 1888-1900.

Iowa Messenger, 1887-90.

Iowa Staats-Anzeiger, 1897-1900.

Iowa Star, July 1849-August 1854.

Iowa State Journal, February 1860-February 1861; October 1873-July 1875;  
December 1875-December 1883.

Iowa State Register (w), May 1861-December 1866; 1869-70; 1873-76.

Iowa State Register (d), February 1864-June 1865; 1866-June 1901.

Iowa Statesman, July 1858-April 1859.

Spirit of the West, 1895.

Wallace's Farmer, 1896-1900.

## POTTAWATTAMIE COUNTY.

Council Bluffs Globe, May 1898-December 1899.

Council Bluffs Nonpareil, 1887-1900.

## POWESHIEK COUNTY.

Brooklyn Chronicle, 1887-89; June-December 1890; 1895-1900.

Grinnell Herald, September 1898-December 1899.

Montezuma Democrat, 1894-99.

Montezuma Republican, October 1897-December 1899.

## RINGGOLD COUNTY.

Mt. Ayr Journal, June 1894-99.

Mt. Ayr Twice-a-Week News, 1898-1900.

## SAC COUNTY.

Odebolt Chronicle, June 1898-December 1899.

Sac Sun, March 1894-December 1899.

## SCOTT COUNTY.

Davenport Democrat, 1891-December 1900.

Davenport Gazette, January-July 1878; May 1879-December 1880.

Davenport Republican, October 1893-December 1895; May 1896-December 1900.

Iowa Catholic Messenger, September 1893-December 1899

## SHELBY COUNTY.

Harlan Tribune, May 1893-December 1899.

Shelby County Republican, April 1894-December 1896.

## SIOUX COUNTY.

Hawarden Independent, 1895-1900.

Sioux County Herald, 1898-1900.

## STORY COUNTY.

Ames Intelligencer, 1883-85; 1887; 1889-99.

Maxwell Tribune, 1894-99.

Nevada Representative, 1884-90; 1893-1900.

Story County Aegis, 1863-67.

Story County Watchman, 1898-99.

## TAMA COUNTY.

Tama County Democrat, July 1893-December 1899.

Tama Free Press, April 1893-December 1899.

Toledo Chronicle, 1899-1900.

Traer Clipper, 1882.

## TAYLOR COUNTY.

Bedford Free Press, June 1893-1900.

Taylor County Republican, 1883; February-July 1894.

## UNION COUNTY.

Afton Enterprise, June 1893-December 1896.

Creston Advertiser, 1893-1900.

Creston Gazette, May 1894-99.

## VAN BUREN COUNTY.

Farmington News, December 1894-December 1899.

Keosauqua Democrat, March 1894-December 1899.

Keosauqua Republican, 1893-1900.

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Yours most Resp.  
Geo G. Wright.

JUDGE GEORGE G. WRIGHT, DISTINGUISHED IOWA PIONEER, STATE SENATOR, CHIEF JUSTICE  
AND UNITED STATES SENATOR.



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- View of the valley of the Mississippi or emigrants' and travellers' guide to the west.
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- Wallace, David D. A chapter of South Carolina constitutional history.
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- Washington, Martha and Mary. Life by Conkling.

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- Western sanitary commission; sketch of its origin, history, hospital life, etc.
- West, John. Journal during a residence at the Red River colony, British North American and excursions among the west American Indians, 1820 and 1828.
- West Virginia historical and antiquarian society. Minutes of annual meeting 9th and 10th.
- Wetmore, Alphonse, comp. Gazetteer of Missouri.
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- Whittemore, Henry. The Abeel and allied families.
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- Wilson, Robert A. History of the conquest of Mexico.
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- Wilson, William L. History of the national democratic party.
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- Wirt, William. Life and character of Patrick Henry.
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- Woodward, Ashbel. Life of General Nathaniel Lyon.
- Woolman, John. Journal of life and travels.
- Wooten, Dudley G. ed. History of Texas. 2 v.
- World almanac 1900.
- Wyoming historical and genealogical society. Proceedings and collections. v. 1-3, 5.
- Yale college. Catalogue of officers and students, 1823, 1824, 1825.
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**KEOKUK.**

1871

1872

1873

1874

1875

1876

1877

1878

Young, Sarah S., comp. Genealogical narrative of the Hart family in the United States.  
Zwingle, Huldreich. Selected works, ed. by Samuel M. Jackson.

SUMMARY.

Number of bound volumes of newspapers.....	2,704
Number of papers and periodicals now received.....	402
Number of books and pamphlets acquired to date.....	10,207



## ADDITIONS TO THE ART COLLECTIONS.

- Oil portrait of Gov. Francis Marion Drake, as a brigadier general, painted by F. H. Morse. Presented by Governor Drake.
- War time portrait in oil of Gov. Samuel J. Kirkwood, painted by Marshall Talbot of Des Moines, Iowa Presented by Mrs. Catherine M. Adams, a niece of the artist.
- Oil portrait of Theodore S. Parvin, painted by George H. Yewell.
- Oil portrait of Hon. A. B. F. Hildreth, painted by Charles A. Cumming of Des Moines.
- Oil portrait of Charles Aldrich (loaned), painted by Charles A. Cumming of Des Moines.
- Oil portrait of Mrs. Matilda Williams Aldrich, painted by D. J. Gue. Loaned by her husband, Mr. Charles Aldrich
- Oil portraits of the Indian chiefs Blackhawk and Wapello, painted by Charles A. Cumming of Des Moines.
- "The Death of Cato," painted by Pietro Testa of Rome, Italy, prior to 1650. Loaned by Hon. James O. Crosby of Garnavillo, Iowa.
- Oil portrait of Ex-Lt. Gov. B. F. Gue, painted by D. J. Gue of New York City.
- Oil portrait of Maturin L. Fisher, late of Clayton county, painted by F. H. Morse.
- Oil portrait of Col. William T. Shaw of the Fourteenth Iowa infantry.
- Benjamin Franklin Discovering Electricity, beautiful colored engraving after Sir Benjamin West.
- Oil portrait of Mrs. Col. Albert Swalm, painted by Bersani, Bologna, Italy.
- Oil portrait of Joseph Smith, the Mormon prophet, presented by his son, Rev. Joseph Smith, Lamoni, Iowa.
- Two oil paintings by Prof. Charles A. Cumming, loaned by the artist.
- Two oil portraits of Keokuk after the originals by Catlin. Loaned from the State House.
- Bust of the late D. N. Richardson.
- Medallion head of Col. John Scott.
- Falls of the Yellowstone, large colored photograph.
- Grand Canyon of the Colorado river of the west, fine colored lithograph.
- First corps of teachers at the State Normal School, Cedar Falls, 1876, photograph. Presented by Mrs. H. J. Miller.
- Facsimiles of the bills of the State Bank of Iowa—ten engravings framed together.
- Senate and House, sixteenth General Assembly, photographs, framed. Presented by Hon. H. T. Reed, April 2, 1901.
- Union Army camp at Corinth, Mississippi, in 1862. Presented by Capt. V. P. Twombly.

State Senate, twenty-fifth General Assembly (1894). Presented by Hon. J. A. Green, of Stone City, Iowa.

Portrait marble busts of Ex-Governor and Mrs. William Larrabee, by Pugi Brothers, Florence, Italy. Presented by Ex-Gov. William Larrabee.

Plaster bust of the late Hon. Matt. Parrott.

Chinese proclamation, the original, with a translation. Presented by Rear Admiral George C. Remey.

Steel engraving—"Return of the Mayflower."

Photograph of the Hon. Peter Melendy, Iowa pioneer and mayor of Cedar Falls.

Photograph of J. K. Powers, of Atlantic, Iowa.

Portrait (crayon) of the late Landon Hamilton.

The Declaration of Independence, with key, large steel engraving, after the great painting by Jonathan Trumbull.

United States Senate in 1850, large steel engraving with key.

Martha Washington, fine large photogravure.

Daniel Webster, the head, a superb lithograph.

Thomas Jefferson, fine photogravure.

Alexander Hamilton, large photogravure.

Henry Clay, large steel engraving, full figure.

Washington and His Generals, a large steel engraving by A. H. Ritchie, with key.

Lady Washington's Reception, large steel engraving, by A. H. Ritchie, with key.

The Battle of Gettysburg, large steel engraving, with key. Engraved by Hall.

"Axenstein am Vierwaldstattersee." This is a large steel or copper plate engraving of scenery in the Swiss mountain and lake region.

A series of fourteen photographs of different views of the battleship Iowa. Presented by Rear-Admiral Robley D. Evans.

A large photograph of the U. S. Cruiser Des Moines. Presented by the Hon. John D. Long, Secretary of the Navy.

#### LOANS.

Since the opening of the New Building the following items have been loaned to the Department and placed on exhibition:

Oil portrait of Charles Aldrich, painted by Prof. C. A. Cumming.

Lieut. W. S. Blair, of Co. F, 44th Iowa Volunteers.—By request of Fred M. Smith, of Lamoni, Iowa. A Filipino bolo.

Simon Casady of Des Moines.—A collection of fractional greenback currency.

D. W. Chase, Des Moines.—An antique coverlet woven by Sally Van Horne in New York, in 1794.

Hon. James O. Crosby, of Carnaville.—"The death of Cato," a painting by the Italian artist Pietro Testa, an "old master," who died at Rome in 1650.

Dr. J. D. Davis, of Des Moines.—The tooth of a mammoth found in Mahaska county. A bead bracelet, four shell bracelets, a small jar, fourteen arrow-points, several small images, and two cups, from Salt River Valley, Arizona.

**Fred Harn, of Des Moines.**—A Mexican railroad time card and an engineer's pass.

**Mrs. Mary L. Holmes, of Des Moines.**—An ancient harmonium. This instrument was manufactured by Albert Briggs, of Glasgow, Scotland, in 1776.

**Mrs. A. I. Johnson, of Des Moines.**—An ancient blue platter, a teapot, and sugar bowl.

**Mr. William McMillan, of Des Moines.**—The McMillan Collection of Small Arms.—This embraces over fifty specimens, filling three large wall cases. They date from the period of the wide-mouthed blunderbuss (17th century) to arms of modern date. All are interesting, but more especially the pistols, as showing the development of the revolver. Mr. McMillan has also added several other specimens, the most interesting of which is a small oak log from the battlefield of Chickamagua. It evidently stood "in the line of fire," for there are embedded in it two 12-pound cannon balls, six grape shot, and several fragments of shells. He also exhibited two mummies from Arizona cliff houses, a pair of sage grouse, a pair of ring-necked pheasants, and a porcupine.

**Mrs. J. S. Martin of Indianola.**—A Queen Anne rifle.

**Alfred B. Pray.**—Collection of Philippine Curios.—This comprises many specimens which were collected by a young Iowa soldier at the front.

**Rear Admiral George C. Remey.**—A Decoration of Honor—ribbon and gold badge by King Kalakaua, of the Sandwich Islands, to captain George C. Remey, December 5, 1890. This was accompanied by an appointment of Capt. Remey to the order of Kalakaua. He was permitted by an act of Congress to accept these emblems of the King's good will. Loaned by Rear Admiral Remey until his return from the command of the Asiatic Fleet. A beautiful letter of thanks from Admiral Cervera to Capt. Remey for kindness to a wounded Spanish soldier. This letter is in the Spanish language and is accompanied by a translation.

**Mr. J. J. Ryman.**—The Ryman Collection of Birds' Eggs.—This is one of the largest in private hands in the United States. It embraces many hundreds of specimens, and they came from all quarters of the globe. Mr. Ryman has spared no expense in preparing them for exhibition and they are shown in beautiful cases. He also exhibits a finely mounted specimen of the Roseate Spoonbill, a beautiful southern wading bird, and the head of a Virginia deer.

**Miss Kate Shelley, of Molingona, Boone county.**—The Kate Shelley Medal.—This is the beautiful, gold medal presented by the Nineteenth General Assembly (1882) to Miss Kate Shelley, as a testimonial of her heroism in saving a passenger train from destruction at the time of the terrible flood in 1881.

**H. W. Tapley of Des Moines.**—The Tapley Collection of Coins.—This contains some 400 silver and copper coins, mainly those of our own country.

**T. Van Hying of Des Moines.**—The Van Hying Collection of Mollusks.—This embraces marine, lacustrine, fluviatile and land shells, of some 1,500 species, and 8,000 to 4,000 specimens, filling twelve large glass cases especially prepared for them. The scientific name is attached to each

specimen. This collection is the more interesting and valuable from being especially strong in Iowa land and river shells.

**William Walbridge of Des Moines.**—An old time revolver, found buried with a skeleton in East Des Moines.

## THE HAMILTON COLLECTION.

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Mr. Landon Hamilton, a long-time resident of the capital, a hunter, traveler, and collector, had gathered his specimens from all parts of the United States and from foreign countries, but principally from the valley of the Des Moines. Under a provision of his will his collections became the property of the Historical Department. Many of the objects are exceedingly fine, and will be permanently valuable. So far as practicable, these have been arranged for exhibition, and others will be as soon as space and case room will permit. Among the objects of greatest interest the prehistoric stone implements may be mentioned first. They number from 2,500 to 2,800 specimens of axes, arrow and spear-heads, mauls, hammers gouges, etc., with a few interesting specimens of pottery. Two large cases contain a superb collection of butterflies, with some other insects. One of these cases contains only specimens found in Iowa. There are also a few mastodon and mammoth bones, many marine shells, fossils, objects in natural history, alcoholic specimens, a collection of Iowa woods, etc., etc. It is intended that these shall be carefully arranged and labeled by experts in the several branches of natural history.

### A LIST OF THE HAMILTON COLLECTION.

Thirty-one boxes or cases, with glazed tops, of butterflies and insects, mostly unnamed.

**Stone Implements.**—These consist of stone axes, hammers, mauls, adzes, chisels, arrow-heads, spear-heads, awls, needles, knives, etc., unnamed and unclassified. The chipped implements are largely made of chert (including a few of obsidian), and his executor states that they were mostly collected in the Des Moines valley, from the capital to Keokuk.

**Pottery.**—One small jar, evidently from an ancient mound, locality not given. Three other jars and some fragments, said to be "Aztec."

**Shells.**—A collection of shells, including several hundred specimens. These are all recent and not classified. A case of drawers contains a collection of small shells which were named and classified by Thomas Van Hynning, of Des Moines. A few unnamed fossil shells.

**Mammals.**—A family of five beavers—one male and female and three cubs. He trapped them in 1883, on Beaver creek, about twelve miles north west of the capital and two miles north of the point where the M. & St. P. R. R. crosses the creek. These are choice and interesting specimens, and doubtless the last of the species in Central Iowa.

*Lutra canadensis*, American otter; *Spermophilus franklini*, Gray gopher; *Geomys bursarius*, Pocket gopher; *Erethizon dorsatus*, Albino porcupine; *Didelphys virginiana*, Oppossum; *Ondatra zibethica*, Muskrat, 2; *Castor Americanus*, Beaver, 5; *Lepus callotis*, Jack rabbit, 2; *Vulpes fulvus*, Red

fox; *Procyon lotor*, Raccoon; *Zapus hudsonius*, American jumping mouse; *Mus sylvaticus*, Wood mouse; *Mus musculus*, Common mouse; *Sciurus niger*; Fox squirrel, pair; *Sciurus carolinensis*, Gray squirrel; *Tamias striatus*, Chip-munk; *Sciuropterus hudsonus*, Flying squirrel; *Spermophilus tridecemlineatus*, Striped prairie squirrel, 2; *Putorius vison*, Mink, 2.

**Birds.**—*Grus Americana*, White crane; *Grus prætensis*, Sandhill crane; *Garzetta candidissima*, White egret; *Plotus anhinga*, snake bird, 2, and many others not yet classified.

**Miscellaneous.**—Indian bow; boomerang, Australia; spear, Africa; cloth made of cocoanut fibre and grass, Africa; rifle and bullet moulds; shotgun; two swords; cartridge-box from Gettysburg, Pa.; six-pound cannon ball from Pea Ridge; white-tailed deer head; black bear head; pair of candle snuffers; iron lamp; pepper-box revolver; porcupine fish; two pieces whalebone; pine cone; two young deer; lower jaw of a Wright whale, eighteen feet long and weighs 560 pounds.

## THE WILSON COLLECTION.

This is a series of prehistoric archaeological specimens—stone and bone implements—objects from the localities of the Swiss Lake Dwellings, etc.—all from Europe, and accompanied by printed labels clearly describing them. Presented July 27, 1900, by Col. Thomas Wilson, of Washington, D. C., a soldier of the civil war, and formerly a resident of Marshall county, Iowa. The following is a list of these interesting objects:

### RIVER DRIFT-ALLUVIAL.

#### PALEOLITHIC—CHELLEEN.

	Catalogue Number.	No. of Specimens
Rude flint implement Valley of the Somme, France....	99,501	1
“ “ (fraudulent).....	99,505	1

#### PALEOLITHIC-CAVERN—FRANCE.

Flint scraper; Moustérien type, Cavern of Le Moustier, Dordogne.....	99,847	1
Flint point, Moustérien type, Cavern of Le Moustier, Dordogne.....	99,846	1
Flint scraper, Solutréen type, Les Roches, Sergeac, Dordogne.....	99,828	1
Flint scraper and graver, Madelainien type, Cavern of Laugerie Haute, Dordogne.....	99,592	1
Bone point, Cavern of Laugerie Basse, Dordogne.....	99,568	1
Bone point, prong of antler, Grotte de Mentone, extreme S. E. Fr.....	99,684	1
Flint flake, large, Caverns of Laugerie Haute & Basse..	99,556	1
Flint flake, large, Caverns of Badegoule, Dordogne....	99,811	1
Flint flake, small, Caverns of Les Eyzies, Dordogne....	99,611	4
Flint flake, small, Grotte de Mentone, extreme S. E. Fr.	99,668	8
Piece of Breccia, cave earth, Haute Garonne, Grotte de Gourdan, near Montrejean.....	99,688	1

#### NEOLITHIC—FRANCE.

Flint core—“ <i>Livre du beurre</i> ,” Grand Pressigny, Indre- et-Loire.....	99,884	1
Flint flake, large, Grand Pressigny, Indre-et-Loire.....	99,908	1
Flint flake, small, Grand Pressigny, Indre-et-Loire....	99,905	5
Bone point, showing saw-marks (Rossignol), La Grotte de Reilhac, Lot .....	100,290	1
Bone point, prong of antler (Rossignol), La Grotte de Reilhac, Lot .....	100,290a	1

Hammerstone, Camp Barbet, Mouy, near Paris, Seine-et-Oise.....	100,087	1
Hammerstone Camp Peu Richard, Charente Inferieure.....	100,077	1

## LACUSTRINE—SWITZERLAND.

Deerhorn socket for hatchet, Wollishofen, L. Zurich...	100,654	1
Polished hatchet, large, Wollishofen, L. Zurich.....	100,649	1
Polished hatchet, small, Wollishofen, L. Zurich.....	100,650	1
Arrowpoint, Lake Constance.....	100,661	1
Stone Spindlewhorl, Yverdon, Lake Neuchatel.....	100,641	1
Clay Spindlewhorl, Yverdon, Lake Neuchatel.....	100,642	1
Bone chisel, Estavayer, Lake Neuchatel.....	100,507	1
Bone perforator, Wollishofen, Lake Zurich.....	100,656	1
Bone implt. double pointed, Wollishofen, Lake Zurich.....	100,659	1
Knife, part of boar's tusk, Lake Neuchatel.....	136,841	1
Pottery vase, Yverdon, Lake Neuchatel.....	100,789	1
Fragment of pottery, large, Lake Biemme.....	100,756 100,756	1
Fragment of pottery, Chevroux, Lake Neuchatel.....	100,760	1
Charred apples, Robenhausen, Lake Pfaffikon.....	100,897	1
Head of barley, Robenhausen, Lake Pfaffikon...	100,358	1
Wheat, Robenhausen, Lake Pfaffikon.....	100,402	1
Flax or bast fiber, Robinhausen, Lake Pfaffikon.....	100,860	1

## DOLMENS.

Fragment of pottery, Port Bara en St. Pierre, Quiberon, Brittany, France.....	100,078	1
Fragment of pottery, Thenac-Saintes, Brittany, France.....	100,085	1
Handle of pottery vase, Terremare di Castione, Parma, Italy.....	100,838	1



## ARMS AND MUNITIONS OF WAR.

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An 8-inch bronze howitzer which was mounted on the Estrella battery at Santiago, Cuba. This is said by high army authorities to be one of the finest trophies captured during the Spanish war. It bears the date of 1798

A 6-inch rapid fire steel gun from the wreck of the Spanish S. S. Maria Theresa. Procured for this department by Hon. John A. Kasson and Rear-Admiral Robley D. Evans.

An 8-inch iron mortar (U. S.) from Fort Preble, N. H.

An ancient bronze swivel gun, captured in the Philippines. Loaned by Ensign Albert H. McCarthy.

A 6-inch modern gun from Tientsin, China. It has a Chinese inscription on the breech. Procured and forwarded here by Rear-Admiral George C. Remey.

Two ancient 6-inch bronze guns from the walls of Peking, China. These were among the pieces of artillery trained upon the American and British legations (June and July, 1900). Each has an elaborate and no doubt ancient inscription on the breech. They were procured and forwarded by the Hon. E. H. Conger of Des Moines.

Two conical 2-inch shells, captured in the Philippines. Loaned by Ensign Albert H. McCarthy.

Two Spanish Mauser rifles, with bayonets complete. Captured in the Philippines. Loaned by Ensign Albert H. McCarthy.

Four Machettes captured in Cuba.

Two Spanish Mauser rifles captured in Cuba.

Six conical and three round 8-inch shells, of obsolete patterns. Presented by the U. S. Government, under authority of Congress.

Nineteen rifles, muskets, and carbines purchased from the U. S. Government at nominal prices.

German Mauser rifle captured by the Russians in 1900. Presented by Rear-Admiral George C. Remey.

## MISCELLANEOUS MUSEUM OBJECTS.

- Messrs. Anderson and Finch, of Rising Sun.**—A prolific peanut vine, raised by them.
- Miss Harriet Louisa Ankeny, of Des Moines.**—Two U. S. buckles from the battlefield of Spottsylvania Court House. Four ancient German books, dating from 1792. Bayonet from the battlefield of Spottsylvania Court House, found in 1898.
- Mrs. Eunice Briggs, Harlan.**—Iowa sewing silk. Three spools of silk thread, made by Eunice Briggs, of Harlan, Iowa, from silkworms which she raised and fed on native mulberry leaves, about the year 1850, near Croton, Iowa.
- Carlos Chapman, Des Moines.**—A small octopus.
- Miss Josephine Chapman, Des Moines.**—A mink.
- Mr. John H. Charles, Sioux City.**—Sample stone from the Floyd monument at Sioux City.
- Mrs. E. C. Chidester, Croton.**—Geodes collected from Croton, Iowa. The nest of a Baltimore oriole which was almost wholly made from white twine. A piece of Iowa coral.
- Committee Consisting of Charles McKenzie, Jacob Platt, E. J. McCorrisk, and R. V. Ankeny.**—Battle flag of the Ninth Iowa.
- Hon. J. S. Crawford.**—A large American flag which floated over the United States department at the Paris Exposition.
- Mrs. W. H. Daniels, Lehigh, Webster county.**—An interesting concretion, a fragment of a fossil plant, and three flint implements.
- Rear Admiral Robley D. Evans.**—The gilded name-plate from the wreck of the *Almirante Oquendo*.
- J. H. Green, Des Moines.**—Pair of buffalo horns.
- A. P. Grow, Ivey.**—Horse hay-fork made in 1868 by Joseph Rison, in Camp township, Polk county.
- Mr. Isaac P. Hallock, Brayton.**—The skull of a bear from the bed of a small tributary of the Nishnabotona river, in Big Grove, Audubon county, Iowa. Found in 1875.
- Master Vivian Harlan, Croton.**—Clam shells from the Des Moines river at Croton, Iowa.
- B. F. Harris.**—Bowie knife blade.
- L. S. Helphrey, Metz.**—A rifle patented by N. Kendall, of Windsor, Vt.
- Prof. W. T. Hornaday.**—A Buffalo calf from the New York Zoological Park, New York City.
- J. H. Hurlburt, Luther.**—Five black walnut rails procured from the following parties: W. M. Boone H. C. Meyers, C. Kintsley, and J. B. Thrush.

**Mrs. J. H. Jennings, of Luther, Boone County.**—Ancient cedar pail made in Pennsylvania before the year 1800, and a grain sickle.

**Mrs. Governor Samuel J. Kirkwood, Iowa City.**—The large old-style silver watch carried by Governor Kirkwood during the civil war. It is accompanied by the two steel chains by which the Governor secured it to his person.

**Cole and Peter McMartin, Des Moines, and John Wragg, Waukeo.**—Two ox-yokes.

**Prof. S. Mikami, Tokyo.**—Facsimile reproductions of ancient Japanese documents.

**Hon. Frank W. Palmer, Washington, D. C.**—Old-time stationery, consisting of quill pens, sand-box and seals.

**John Price.**—A fine specimen of pyrites of iron, found in a coal mine in Leighton, Mahaska county, Iowa.

**Capt. M. C. Randleman, Des Moines.**—A fragment of shell from the Union battery at Corinth, Mississippi, and an unexploded Parrott rifle shell from the battlefield of Corinth.

**H. P. Richardson.**—Stone axe found near Exline, Iowa.

**Prof. Robert Ridgway, Washington, D. C.**—Twelve photographs of trees of the lower Wabash valley, with descriptive list.

**J. J. Ryman, Palm Beach, Florida**—A coconut in husk.

**Dr. J. M. Shaffer, Keokuk.**—An unusually fine geode.

**Mrs. Perry Tracey, Red Oak.**—A Western Stage Company's two-horse coach, called in former times a "Jerky."

**George W. Teed, Webster City.**—Very large clam shell from Boone river, found June 1, 1900, by M. T. Boughton, pearl fisher.

**U. S. National Museum, Washington, D. C.**—Model of two Esquimeau houses, Pawnee Indian lookout, Havasapui Indian rock shelter. Several pieces of wood which had been cut by beavers.

**E. N. Weaver, First Township Clerk of Kossuth County.**—First ballot-box used in Kossuth county, Iowa. Made by James Hall in 1856.

**J. M. Wilby.**—Two mammoth teeth with pieces of tusks, from a gravel pit at Waterloo, Iowa.

**John Wirt, Des Moines.**—A shell from the Confederate side at the battle of Gettysburg.

The following specimens were purchased by the Historical Department and mounted by Mr. A. I. Johnson:

Gray fox, black bear, great white crane, little brown crane, Japanese pheasant, evening grosbeak, mule deer, Virginia deer (fawn), male merganser (*Mergus merganser*), and an Iowa wild cat.

## LIST OF DONORS.

Adams, Mrs. Catherine M., Des Moines.  
 Aldrich, Charles, Boone.  
 Aldrich, Mrs. Charles, Boone.  
 American Museum of Natural History, New  
 York.

Moines.

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mont.  
 Leland Stanford Jr. University.  
 Library of Congress, Washington, D. C.  
 Long, Sec. John D.  
 Loos, Prof. Isaac A., Iowa City.  
 Louisiana Purchase Exposition Co., St.  
 Louis, Mo.  
 Loyal Legion, Military Order of, Iowa Com-  
 mandery.  
 McCarthy, Albert, U. S. N.  
 McClurg, A. C. & Co., Chicago.  
 McLean Co., Historical Society, Blooming-  
 ton, Ill.  
 McMillan, William, Des Moines.  
 McWhorter, Tyler, Des Moines.  
 Martin, Mrs. J. S., Indianola.  
 Mass. Sons of the Revolution.  
 Melendy, Peter, Cedar Falls.  
 Meyers, H. C., Luther.  
 Michigan Political Science Association, Ann  
 Arbor.  
 Mikami, Prof. S., Tokyo, Japan.  
 Miller, Mrs. H. J., Des Moines.  
 Miller, Mrs. Mary, Boone.  
 Missouri Historical Society.  
 Mowry, Col. Welcome, Traer.  
 Murphy, J. W., Murphy, Iowa.  
 Myers, Theodore A., Audubon.  
 National Society Colonial Dames of America.  
 New England Society of St. Louis.  
 Newlin, W. H.

	Smith, F.	
	Smith, F.	
	Society of	ssao.
C	Springer	M
	Steward,	
	Stilson,	
	Street, I	
	Swalm,	
	Tapley,	
	Thrush,	
	Tracey, Mrs. Perry, Red Oak,	
	Turkey River Baptist Association.	
	Tead George W., Webster City	
	U. S. National Museum, Washington,	
	D. C.	
	University of Toronto,	
ty.	Van Hyning, T., Des Moines.	
sa.	Wada, M., Tokyo, Japan,	
	Walbridge, William, Des Moines.	
	Wallbridge, William G., Litchfield, Conn.	
	Weaver, E. N., Kosauk county.	
a, D. C.	West Virginia Historical and Antiquarian	
	Society.	
	Whittemore, Henry.	
	Wilby, J. M., Waterloo.	
	Wilson, Col. Thomas, Washington, D. C.	
	Wirt, John, Des Moines.	
	Wragg, John, Waukeo.	
	Yewell, George H., New York.	
	Young, Lafayette, Des Moines.	

# FINANCIAL STATEMENT.

Balance unexpended November 1, 1899 .....	\$ 5,618.88
Appropriation for year ending September 30, 1901 .....	6,000.00
Total.....	\$ 11,618.88

## EXPENDITURES FROM NOVEMBER 1, 1899, TO JANUARY 1, 1901.

Salaries.....	\$ 3,536.34
Traveling expenses.....	25.00
Museum.....	153.76
Express, freight, etc.....	205.64
Supplies, furniture.....	184.80
For purpose of exploring mounds.....	500.00
Printing, binding, engraving.....	991.11
Books, magazines, newspapers.....	972.65
Miscellaneous expenses .....	41.95

Total.....	\$ 6,611.25
Balance unexpended January 1, 1901 .....	5,007.63

Total.....	\$ 11,618.88
Extra appropriation (Chap. 155, Laws 28th G. A.).....	4,000.00
Printing.....	1,047.00
Nightwatch.....	158 00

Total.....	\$ 1,205.00
Balance unexpended January 1, 1901....	2,795.00

Total.....	\$ 4,000.00
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# **TWENTY-THIRD BIENNIAL REPORT**

**OF THE**

**BOARD OF CURATORS**

**OF THE**

# **State Historical Society**

**TO THE**

**GOVERNOR OF THE STATE**

**1901**

**PRINTED BY ORDER OF THE GENERAL ASSEMBLY**

---

**DES MOINES:  
B. MURPHY, STATE PRINTER  
1901**





## LETTER OF TRANSMITTAL.

---

*Hon. Leslie M. Shaw, Governor of Iowa:*

SIR—I herewith transmit to you the twenty-third biennial report of the Board of Curators of the State Historical Society of Iowa.

Yours respectfully,

M. W. DAVIS,  
*Secretary.*



# REPORT.

---

LIBRARY ROOMS,  
STATE HISTORICAL SOCIETY OF IOWA, }  
IOWA CITY.

*To His Excellency, Leslie M. Shaw, Governor of Iowa:*

SIR—In compliance with law the board of curators of the State Historical Society submits this, its twenty-third biennial report.

In 1857 the society was organized under an act of the Sixth General Assembly, making an appropriation for its support and providing that it should be "in connection with and under the auspices of the State University."

"The object of the society is declared to be to collect, embody, arrange, and preserve in authentic form a library of books, pamphlets, maps, charts, manuscripts, papers, paintings, statuary, and other materials illustrative of the history of Iowa; to secure from oblivion the memory of its early pioneers; to obtain and preserve narratives of their exploits, perils, and hardy adventures; to secure facts and statements relative to the history, genius, and progress or decay of our Indian tribes; to exhibit faithfully the antiquities and the past and present resources of the state."

The society also aims to promote the study of history by lectures, and diffuse and publish information relating to the description and history of Iowa.

They have held before the society and the public free lectures on historical subjects from some of the most prominent men of the state. These have been published in pamphlet form for free distribution. The society has published monographs and other valuable papers of great interest.

In addition to the historical matter referred to the society has for seventeen years published "The Iowa Historical Record," a forty-eight page quarterly historical magazine, containing portraits and biographical sketches of some of the early prominent

settlers, together with historical matter contributed by the best known writers of our and other states.

These publications are exchanged with the newspapers of the state, and with historical societies and libraries throughout the country, bringing us their publications, that are filling up our shelves with valuable historical matter that otherwise could not be obtained.

We have a great many bound volumes of state newspapers, some of which reach back before the organization of, and from all parts of, the state; which contain more local history than can be obtained in any other form. It is the desire of the Society to receive all papers, books or pamphlets published in the state, and all such contributed will receive proper care and placed conveniently for inspection and reference.

The rooms are open daily and are visited by persons from all parts of the country, and few of the many visitors go away without expressing themselves regarding the valuable collection illustrative of Iowa history.

Through the courtesy of the board of regents of the State University rooms have been assigned for the use of the society in the new University fireproof building, where our library and collections will be safe.

In accordance with the special appropriation made by the Twenty-eighth General Assembly, the publication of Professor Benjamin F. Shambaugh's "Documentary Material Relating to the History of Iowa" was continued through two volumes, namely, volumes II and III. Both of these volumes contain data relative to the history of local government. According to the plans of the editor of this series, volumes IV and V will be devoted to the papers, letters, and messages of the governors of Iowa; while volume VI will contain documentary material relating to the history of political parties in Iowa.

The board asks for \$2,500 as a permanent appropriation in place of the amount now received, for the continuation of the publication of "The Iowa Historical Record," and for the completion of the valuable matter prepared by Professor Shambaugh and for the general use of the society.

For the want of funds the library has never been catalogued, and it is essential that it should be, and therefore the board asks for a special appropriation of \$1,000 for that purpose.

The report of the treasurer, for the years from July 1, 1899, to

July 1, 1901, is appended, showing for what purpose the expenses were incurred; also a list of donations to the library.

The board of curators for the two years under review are as follows:

BY APPOINTMENT OF THE GOVERNOR.

Mr. Harvey Ingham .....	Algona
Mr. Frank W. Bicknell.....	Des Moines
Hon. H. W. Byers.....	Harlan
Prof. L. W. Parish .. ..	Cedar Falls
Prof. Jesse Macy.....	Grinnell
Col. Henry H. Rood .....	Mt. Vernon
Prof. E. W. Stanton.....	Ames
Hon. Irving B. Richman.....	Muscatine

BY ELECTION OF SOCIETY JUNE 26, 1899.

Dr. J. L. Pickard.....	Iowa City
Dr. C. M. Hobby.....	Iowa City
Prof. S. Calvin .....	Iowa City
Prof. T. H. MacBride.....	Iowa City
Hon. Peter A. Dey.....	Iowa City
Hon. S. E. Paine .....	Iowa City
Prof. B. F. Shambaugh.....	Iowa City
M. W. Davis.....	Iowa City
Hon. Geo. W. Ball.....	Iowa City

BY ELECTION OF SOCIETY JUNE 24, 1901.

The following were elected:

AS OFFICERS.

Hon. Peter A. Dey.....	<i>President</i>
Prof. I. A. Loos.....	<i>Vice-President</i>
Lovel Swisher .....	<i>Treasurer</i>
M. W. Davis.....	<i>Secretary</i>

AS CURATORS.

Hon. Peter A. Day.  
Hon. S. E. Paine.  
M. W. Davis.  
Prof. S. Calvin.  
Prof. L. H. MacBride.  
Hon. Geo. W. Ball.  
Prof. B. F. Shambaugh.  
Prof. I. A. Loos.  
Prof. W. C. Wilcox.

## TREASURER'S REPORT.

*State Historical Society of Iowa with Lovel Swisher, treasurer.*

### GENERAL FUND.

#### RECEIPTS.

July 1, 1899, by balance on hand.....	\$ 250.34
By amount received from state treasurer.....	2,000.00
Total.....	<u>\$ 2,250.84</u>

#### DISBURSEMENTS.

Printing and binding Shambaugh's constitutional convention of 1844 and 1846.....	\$ 400.99
Printing and binding documentary material.....	31.03
Printing and binding Historical Record.....	488.51
Custodian.....	220.25
Rent.....	550.00
Fuel.....	33.05
Books and postal cards.....	25.35
Repairing stoves.....	6.75
Postage and box rent.....	27.75
Stationery.....	10.88
Frames and glass.....	6.00
Express and freight.....	18.44
Sundry items.....	18.16
Total.....	<u>\$ 1,837.86</u>
July 1, 1901 balance on hand.....	\$412.48

### SPECIAL FUND.

#### RECEIPTS.

July 1, 1899 by balance.....	\$ 31.53
Sale of publications.....	130.70
Total.....	<u>\$ 162.23</u>
Paid secretary.....	155.00
July 1, 1901 balance.....	<u>\$ 7.23</u>

### ACT OF TWENTY-EIGHTH GENERAL ASSEMBLY.

Received from state treasurer.....	\$ 1,000.00
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#### DISBURSEMENTS.

Documentary material.....	622.68
Daily opening of library.....	261.75
Binding.....	114.33
Total.....	<u>\$ 998.76</u>
July 1, 1901 balance on hand.....	\$1.24

## DONORS OF BOOKS AND PAMPHLETS.

The following is a list of the books and pamphlets given the society by individuals and institutions, including those in exchange for the publications of this society excepting newspapers.

	BOOKS.	PAM- PHLETS
American Philosophical Society, Philadelphia.....		8.
American Catholic Historical Society, Philadelphia.....		8
American Jewish Historical Society, Washington.....	2	
American Antiquarian Society, Worcester, Mass.....		8
American Museum of Natural History, New York.....		6
American Geographical Society, New York.....		10.
American Academy of Social Science, Philadelphia.....		1
American Historical Association, Washington.....	2	
American Congregational Society, Boston.....		2
Academy of Natural Science, Minneapolis.....		2
Aldrich, Charles, Des Moines.....	1	
Angel, Geo. T., Boston .....		4
Allerton, Samuel Waters, Chicago.....	1	
Adkins, Edward, Brookline, Mass.....		3
Buffalo Historical Society, Buffalo, N. Y.....	1	1
Benton, J. H., Boston .....	1	
Bureau of Statistics, Washington.....		21
Bunker Hill Monument Association, Boston.....	1	2
Bureau of Labor Statistics, Des Moines....	1	1
Bureau of Education, Washington.....	2	6.
Brooklyn Library, Brooklyn, N. Y.....		1
Bureau of Rolls and Library, Washington.....		4
Bureau of Ethnology, Washington.....	3	2
Beckwith, A. C., Elkhorn, Wis.....	1	
Borgen, V., Copenhagen, Denmark .....		1
Blake, W. W., City of Mexico.....		1
Brigham, Johnson, Des Moines.....	1	1
Barrett, Richard C., Supt., Des Moines.....	1	1
Board of International Exchanges, Sidney, New South Wales	1	1
Canadian Institute, Toronto, Canada .....		7
Commissioner of Education, Washington.....	4	4
Cudmore, P., Faribault, Minn.....		2
Chandler, Hon. Wm. E., U. S. Senate.....		1
Connecticut Historical Society, Hartford.....	1	1
Chicago Historical Society, Chicago .....		5.
Commissioner of Labor, Washington.....	4	2
Cadle, Cornelius, Cincinnati, O.....	1	



	BOOKS.	PAM- PHLETS.
Coast and Geodatic Survey, Washington.....	1	
Curtis, Hon. Geo. M., Clinton .....	2	
Department of State, Washington.....	7	34
Depew, Hon. Chauncy M., New York.....		2
Department of Interior, Washington.....	8	40
Department of Labor, Washington.....	3	6
Davis, M W., Iowa City.....	4	7
Department of Agriculture, Washington.....	2	24
Derby, S. C.....		1
Department of Public Instruction, Des Moines.....	1	5
Essex Institute, Salem, Mass.....		10
Experiment Station, Brookings, S. D.....		5
Eldridge, Zoeth S., San Francisco.....		1
Fulton, A. C., Davenport.....	1	2
Fitzpatrick, T. J., Lamon.....		3
Field, Marshall, Chicago.....	1	
Green, Dr. Samuel A., Boston.....	10	54
Greenlaw, Lucy Hall, Cambridge, Mass.....		1
Griffin, M. I. J., Philadelphia.....		5
Horticultural Society of Pennsylvania, Philadelphia.....		7
Historical Department of Iowa, Des Moines.....		9
Hildebrand, Hans, Stockholm, Sweden.....	1	
Harrassowitz, Otto, Leipsic, Germany.....		5
Harvard University, Cambridge, Mass.....		4
Harding, Garrick, M., Wilkesbarre, Pa .....		1
Harbert, A. N., Shellsburg .....		1
Ipswich Historical Society, Ipswich, Mass.....	1	
Indian Rights Association, Philadelphia .....		3
Iowa Geological Survey, Des Moines .....	40	
Kansas Historical Society, Topeka .....	2	2
Library Company, Philadelphia.....		8
Librarian of Congress, Washington ....	1	11
Loos, Prof. I. A., Iowa City.....	2	
Louisiana Historical Society, New Orleans .....		2
Leland Stanford, Jr., University, Leland Stanford, Cal...		4
Lake Mohonk Arbitration Co., Lake Mohonk, N. Y.....		1
Massachusetts Historical Society, Boston.....	4	3
Michigan State Library, Lansing .....	35	140
Maine Historical Society, Portland .....	1	7
Martin, J. M., Salem, Henry County.....	1	
Minnesota Historical Society, St. Paul.....	1	
McChesney, R. A., Iowa City.....	1	
Nebraska Historical Society, Lincoln .....		1
National Museum of Antiquities, Stockholm, Sweden.....		1
Navy Department, Washington.....	1	

	BOOKS.	PAM- PHLTES.
Newberry Library, Chicago .....		2
National Museum, Rio de Janeiro .....	2	
New York Geological and Biographical Society .....		8
Nineteenth Century Club, Iowa City .....		1
New Jersey Historical Society, Newark .....		2
New York Public Library, New York City .....	4	2
New England Historic-Genealogical Society, Boston .....		9
New York State Library, Albany .....	12	8
National Museum, Washington .....	4	4
Naval Observatory, Washington .....		1
Ontario Historical Society, Toronto .....		2
Oneida Historical Society, Utica, N. Y. ....	1	5
Ontario Department of Agriculture, Toronto, Canada .....	1	1
Ohio Archæological Society, Columbus, Ohio .....	5	3
Parvin, Hon. L. S., Cedar Rapids .....	2	
Peters, John H., New York .....	1	
Peters, Wm. Richard, New York .....	1	
Pickard, Dr. J. L., Iowa City .....	3	7
Public Library, Cincinnati, Ohio .....		1
Peet, Rev. S. D., Chicago .....		12
Psychic Research Co., Chicago .....		1
Public Museum, Milwaukee, Wisconsin .....		2
Publisher Education, Boston .....		11
Pennsylvania Prison Society, Philadelphia .....		2
Pennsylvania Society of Sons of the Revolution, Philadelphia .....	1	
Parker, Prof. L. H., Grinnell .....	1	
Pocamtuck Valley Association, Derrfield, Mass .....		1
Rhode Island Historical Society, Providence .....		6
Royal Academy of History, Stockholm, Sweden .....		13
Rochester Theological Seminary, Rochester, N. Y. ....		2
Rochester Historical Society, Rochester, N. Y. ....		1
Superintendent of Documents, Washington .....	12	46
Secretary of State, Des Moines .....	246	
Salter, Dr. Wm., Burlington .....	1	
S. C. Historical Society, Charleston, S. C. ....		6
Southern California Historical Society, Los Angeles .....		1
Secretary of Interior, Washington .....	4	6
State Historical Society of Wisconsin, Madison .....	1	2
State Library, Harrisburg, Penn .....	37	
State Board of Health, Lansing, Mich .....	1	16
Smiley, Albert K., Lake Mohonk, N. Y. ....		1
Seward, Geo. H., New York .....	1	3
Smith, F. M., Lamoni, Iowa .....		10
Seerley, H. H., Cedar Falls .....		1
Treasury Department, Washington .....	2	7
Tulane University, of Louisiana, New Orleans .....		2

	BOOKS.	PAM- PHLETS.
University State of New York, Albany.....	2	
U. S. Fish Commissioner, Washington.....	2	
University of California, Berkeley.....	1	3
U. S. Cavalry Association, Fort Leavenworth.....		1
University of Pennsylvania, Philadelphia.....	1	2
University of Toronto, Toronto, Canada.....		2
University of North Carolina, Chapel Hill.....		1
U. S. Geological Survey, Washington.....	1	1
University of Missouri, Columbia.....		2
University of Tennessee, Knoxville.....		1
Weather Bureau, Washington.....		12
War Department, Washington.....		7
Washington State Historical Society, Tacoma.....		1
Wyoming Commemorative Association, Wilkesbarre.....		2
Worcester Society of Antiquity, Worcester, Mass.....		9
Wyoming Historical and Genealogical Society, Wilkesbarre.	1	
Yale University, New Haven, Conn.....		6
Yale Forest School, New Haven, Conn.....		1









STATE OF IOWA

Department of Public Instruction

DES MOINES

---

SUPERINTENDENT OF PUBLIC INSTRUCTION

RICHARD C. BARRETT

DEPUTY SUPERINTENDENT

ALBERT C. ROSS

STENOGRAPHER

BYRDELLA JOHNSON

---

STATE BOARD OF EDUCATIONAL EXAMINERS

---

RICHARD C. BARRETT, <i>ex-officio President</i> ,	-	-	-	Des Moines
GEORGE E. MACLEAN, <i>ex-officio</i> ,	-	-	-	Iowa City
HOMER H. SEERLEY, <i>ex-officio</i> ,	-	-	-	Cedar Falls
* HAMLINE H. FREER,	-	-	-	Mt. Vernon
† MARY ALICE BRADRICK,	-	-	-	Chariton

\* Term expires 1902.  
† Mrs. Bradrick was appointed February 14, 1901, to take the place of Elizabeth Hughes, whose term expired November 21, 1900.





## LETTER OF TRANSMITTAL.

STATE OF IOWA,  
DEPARTMENT OF PUBLIC INSTRUCTION, }  
DES MOINES

*To His Excellency, Leslie M. Shaw, Governor of the State of Iowa:*

In compliance with the provisions of law, I have the honor to submit to you the biennial report of the department of public instruction, for the period ending September 30, 1901.

RICHARD C. BARRETT,  
*Superintendent of Public Instruction.*



*Courtesy of Halleit & Kottson.*

**MODERN SCHOOL BUILDING, DES MOINES, IOWA.**

## SUPERINTENDENTS OF PUBLIC INSTRUCTION.

### TERRITORY AND STATE OF IOWA.

NAME.	COUNTY.	TIME.	POSTOFFICE.
William Reynolds.....	Des Moines..	1841-1842	Deceased.
James Harlan .....	Henry.....	1847 —	Deceased.
Thos. H. Benton.....	Dubuque....	1848-1854	Deceased.
James D. Eads.....	Lee . ....	1854-1857	Deceased.
Joseph C. Stone.....	Johnson....	1857 —	Burlington.
M. L. Fisher.....	Clayton ....	1857-1858	Deceased.
Oran Faville.....	Mitchell ....	1864-1867	Deceased.
D. Franklin Wells.....	Johnson....	1867-1868	Deceased.
A. S. Kissell .....	Scott .....	1869-1872	Deceased.
Alonzo Abernethy .....	Crawford....	1872-1876	Osage.
C. W. von Coelln .....	Black Hawk.	1876-1881	Denison,
J. W. Akers.....	Linn .....	1882-1888	Chicago, Ill.
Henry Sabin.....	Clinton.....	1888-1892	Des Moines.
J. B. Knoepfler.....	Allamakee. .	1892-1894	Lansing.
Henry Sabin ...	Clinton.....	1894-1898	Des Moines.
Richard C. Barrett .....	Mitchell ....	1898 —	Des Moines.

The office of Superintendent was abolished in 1842. Again in 1858 it was abolished and the duties were performed by the State Board of Education, of which Thos. H. Benton acted as secretary for five years.

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STATE OF IOWA

DEPARTMENT OF

# Public Instruction.

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THIRTIETH BIENNIAL REPORT

OF THE

## Superintendent of Public Instruction.

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### INTRODUCTORY REMARKS.

These prefatory lines are written as the people of our country stand with bowed heads, mellow hearts, and tear-bedimmed eyes, shocked at the tragic death of our third martyred president, William McKinley. But ten days ago he stood among his people greeting with a glad, warm hand all who came to him. Joy and gladness abounded. Today from mountain, hill and valley come the memorial songs and addresses in his praise and in his memory. Eloquent lips tell of his boyhood struggles; his bravery upon the battlefield, in defense of his country; his distinguished services as statesman and president; his many qualities as a citizen; his considerateness as a husband; and his high character as a man. By his life and works he placed himself among the greatest of earth's noble men, and in the last hours of his earthly existence he showed all men how to die.

"God still reigns and the government at Washington still lives." These were timely words spoken by James A. Garfield, our second martyred president, to an angry mob on hearing of the assassination of Abraham Lincoln. But this is not enough for citizens to know. It is not enough that the government still lives. Is it strong? Is it backed by the great moral strength of those who enjoy its peace and protection? Are the agencies which it supports and encourages, financially and otherwise, giving back to it their best thought? Is the school, the home, the pulpit, the press, seeking to develop the BEST that is in men?

May teachers everywhere instruct our children in those things which are highest and best. May they be spiritualized more, if



not intellectualized less. May they be taught more of self-control, order, justice, diligence, obedience, and patriotism; and may such vices as lawlessness, disorder, injustice, profanity, and disloyalty be condemned. Pupils possessed of good morals make a moral government in school, and, in later life, a greater moral government in the nation.

May our schools, our teachers, our citizens, our state, and our country be kept from lawlessness and license; and may liberty, love, and a righteous moral government ever prevail.

### THE COMMON SCHOOL.

In affirming that, all things considered, the children of the state enjoy better educational advantages today than ever before, I am not unmindful that there is still much that can be improved.

Well did Horace Mann say sixty years ago:

"We can never fully estimate the debt of gratitude we owe to our ancestors for establishing our system of common schools. In consequence of their wisdom and foresight we have all grown up in the midst of these institutions and we have been conformed to them in all our habits and associations from our earliest childhood. A feeling of strangeness, of the loss of something customary and valuable, would come over us, were they to be taken away or abolished. How different it would be if these institutions were strangers to us! If, every time we were called to do anything in their behalf, we should violate a habit of thought and action instead of fulfilling one! How different, if every appropriation for their support were a new burden! If every meeting for their administration were an unaccustomed tax upon our time, and we were obliged to await the slow progress of an idea in the common mind for the adoption of any improvement! Emphatically, how different, if the wealthy and leading men of the community had gathered themselves into sects and cabals, each one with his head against all the rest, unless when they should temporarily unite to resist the establishment of a system for the equal benefit of all! It is in consequence of what was done for us two hundred years ago that we are now carrying on a work with comparative ease, which, in many of our sister states, as well as in some foreign countries, must be accomplished, if accomplished at all, with great labor and difficulty. Can there be a man amongst us so recreant to duty that he does not think it incumbent upon him to transmit that system, in an improved condition, to posterity, which his ancestors originated for him?"

True, there may be localities where material things are placed above the advancement of educational interests, but with each succeeding year the boundaries of such are narrowed. The degree of improvement from year to year cannot, I think, be given with certainty. The general advancement of any great public enterprise rests with the people. The improving of a school system is no exception. Whatever the improvement in the past, the

people themselves and the school officers who represent them must be given credit for it. This will be true in the future.

While I would not place myself in the attitude of a critic, I may be permitted to say that our people have too long rested upon a record, that of having the lowest percentage of illiteracy, given us by the federal census in 1870. Some, I think, erroneously thought that because of this record our state had the best school system extant. Doubtless there are some who are of the same opinion, though for more than twenty years we could not truthfully claim the distinction of having the lowest percentage of illiteracy.

That legislative enactments often stimulate educational interest and zeal, I most heartily believe. Statutory provisions relating to taxes, assessments, municipalities, private corporations, etc., are not infrequently modified or repealed and others enacted. Experience teaches that as time passes conditions change, making necessary new laws. This is true of school systems and of school work in general. To illustrate: In the earlier history of the state, before the opening of factories and mines, it was unnecessary to enact laws relating to child labor, but with the opening of scores of mines and the establishing of factories throughout the state, all demanding laborers, the child labor problem becomes a most vital one. So it may be in other matters. Laws enacted a quarter of a century or more ago may be good, and yet not be the best, or be at all suited to present day conditions.

### LEGISLATION.

Many of the laws governing school interests no longer serve the purposes for which they were passed. I have in mind the law relating to the holding of normal institutes. While in some instances the institutes are properly conducted within the lines intended for them, in a larger number they have become academies in a small way and are attempting to do the work that should be and is done in many cases in the high schools. The institute should be conducted for the benefit of the teachers *in active work*, and those intending to teach should obtain their academic training in regularly established schools. The institute has been a valuable factor in the training of teachers, but the law regarding it is in need of some modifications. The teachers are the servants of the state, and while they are compensated for their work in one sense, in a broader one they cannot be repaid. So highly are the services of teachers held in some states, and so desirous

are the people to retain those who are successful and experienced, that they have provided that institutes may be held during the school year at the discretion of the county superintendent, and that the same salary shall be paid to them while in attendance as the district pays per week for teaching. Some similar provisions should be enacted for the benefit of the schools of Iowa. It is now quite generally customary for institutes to be held during July and August. As a rule the weather is oppressively warm. For the reason that it is warm our public schools are closed, yet it is quite common to find from thirty to seventy teachers crowded into a small room. This I am firmly convinced is positively injurious to health, and results in but little, if any, good professionally.

The teachers of Iowa are loyal and uncomplaining. Though they are annually contributing about \$50,000 in fees for their own instruction in institutes to less than one-tenth that amount by the state, I have never heard an expression of dissatisfaction. They are, however, most appreciative, and their welfare should be thoughtfully considered. The advantages of having the teachers of a county meet in convention for a week or two during a school term when climatic conditions are favorable for study and recitation need not, I think, be dwelt upon here. Indirectly the adoption of the above plan would be of the greatest benefit to the schools through increased helpfulness upon the part of the teachers.

### CERTIFICATES FOR GRADUATES.

Last year the general assembly, impressed as it was with the thought that it was one mission of the state to examine doctors, lawyers, and teachers, enacted a law regarding the licensing of applicants for certificates to teach, which discredits the work of the state's own schools. Examinations appear to be necessary evils, but I do not think them so important as to make it necessary to take away all discretionary power from the person or board examining. Formerly the state board of educational examiners could recognize certificates and diplomas of equal rank to our own, held by residents of other states, and could grant licenses without examination to graduates of the state normal school and the state university of Iowa. One great need of our state is good teachers, and every effort to encourage young people to enter the profession should be extended. The former law should, in my opinion, be re-enacted, and at the same time

the board of examiners should be given power to issue a state certificate to a graduate of any college in Iowa maintaining courses of study and professional and academic requirements equal in extent to those offered and maintained by the state normal school at Cedar Falls.

### TWO-YEAR CERTIFICATES.

A two-year certificate issued by county superintendents now differs but slightly from a state certificate. Under certain conditions it may be necessary for the holder of such a certificate to pay six dollars in fees for the privilege of teaching a single year. This is an unjust burden, and some different arrangement for the issuance or duplication of these certificates is suggested. The suggestion that a two-year certificate issued by any county superintendent be made valid in any other county upon registration of the same by the holder in the county where he desires to teach has been proposed. This plan has merit.

### EXAMINATION BY CITY SUPERINTENDENT.

The suggestion offered that teachers in city and town schools should be examined by the superintendent of schools would, if adopted, result in the greatest confusion. Since our law makes only a very indirect provision for a city superintendent, I believe that it would be unwise to impose upon him the legal duties of examining teachers. The whole question is of state-wide interest, and no attempt to settle it by local option methods should be encouraged.

### EXAMINATION BY COUNTY SUPERINTENDENT.

County superintendents now issue certificates valid in their respective counties. Against the present plan is urged:

1. That county superintendents are not uniform in their markings. That so long as we have ninety-nine county superintendents we shall have as many different standards.

2. That the ideals of what teachers should be are so low in some counties that teachers holding first-class certificates in those counties could obtain only a second or third class in others.

3. That since the county superintendent is the product of a political party, he is expected to recognize his political friends in the granting of certificates.

4. That because of his authority to grant certificates, he is tempted, biennially at least, to be less stringent in the granting

of the same, and as a consequence schools are often supplied with immature and incompetent teachers.

5. That being the sole judge of the fitness of applicants, he often becomes careless and negligent. That of one candidate he demands a full and complete examination, while to others certificates are issued because of attendance upon the institute or teachers' associations.

6. That he often grants certificates for only three or six months for the purpose of obtaining an additional fee for a second examination in order to swell the institute fund.

7. That he is in some instances so partial as to grant certificates to teachers in certain grades who are so utterly lacking in scholarship as to be unable to pass the examination required of other candidates.

It is not contended by anyone that all of these charges are true in a single county, but that they are all true when the state as a whole is considered.

#### EXAMINATION BY STATE BOARD OF EXAMINERS.

It has been proposed that this board be granted power to issue all certificates, reserving to the county superintendent the right to veto the board's action if the candidate lack in moral character, aptness to teach, or ability to govern.

This plan would give uniformity of questions and the grading of manuscripts throughout the state. The adoption of the plan would remove entirely the objections enumerated above.

On the contrary, it is claimed that to deprive the county superintendent of the responsibility of examining teachers would mean to sever the only thread that now enables him to secure the co-operation of the teachers in the general educational work in the county. As proof of this it is cited that some holders of state certificates, having received from the state board of educational examiners authority to teach, have failed to co-operate with the county superintendent.

#### EXAMINATION BY COUNTY BOARD OF EXAMINERS.

It has also been proposed to establish in each county a board of examiners, of which the county superintendent shall be chairman, and give to it authority to examine and certificate teachers. This plan where tried in other states is reported to be quite generally satisfactory.

The subject of the examination and certification of teachers is

before the educational council of the state teachers' association for discussion at its coming session in December. This is cited to emphasize that the entire subject is unsolved, and is at present receiving the attention of our leading teachers.

The examination of teachers underlies the whole problem of schools, and is commended to the general assembly for its consideration.

In attempting to improve existing laws regulating the granting of certificates, certain things should be observed.

1. Teachers should be examined in only such subjects or grades of work as they are required to teach. It is unjust, if not absurd, to examine primary teachers in high school studies, and *vice versa*.

2. Candidates who have not attempted to fit themselves for teaching in special training schools should not be admitted. A successful teacher without training will be more successful if trained thoroughly in the best schools.

3. Teachers who have taught successfully for five years under the supervision of the state board of educational examiners should be licensed for ten or twenty years, or for life. Successful teachers should be relieved of needless work and worry, and given time to study and read along the lines of their chosen work.

4. In the examination and certification of teachers county lines should be ignored. Conditions in one county are so nearly the same as in another that the holders of high grade certificates should not be subjected to repeated and useless examinations and expense simply on account of a change of location. The crossing of a county line should no longer be considered a nullification of all scholastic power, aptness to teach, and ability to govern.

5. Graduates from normal schools and other institutions maintaining equivalent courses should be licensed to teach for five years or longer upon proofs of successful experience for a limited period.

### FREE PUBLIC HIGH SCHOOLS.

A meritorious measure having for its object the promotion of "the efficiency of the public high schools of the state" was introduced, considered, and passed in the house of representatives in 1900, but failed to pass in the senate.

The bill provided: "*First*, that there be regular and orderly courses of study, embracing all the branches prescribed as prerequisites for admission to the collegiate department of the Iowa

state university. *Second*, that the said high schools receiving pecuniary aid under this act shall at all times permit the said high school board, or any of them, or any examiner appointed by said board, to visit and examine the classes in such high schools. *Third*, the said high schools receiving pecuniary aid under this act shall admit students of either sex from any part of the state without charge for tuition."

For some years Minnesota has had such a law, and Nebraska recently provided by legislative enactment for the free attendance at public high schools of such persons as shall have completed the common school course, and whose education could not be carried further in the public school of the district of the pupils' residence. Equal educational opportunities should be provided for all, and that this may be done I most earnestly urge careful consideration and legislative action.

#### SUMMER TERMS AT STATE SCHOOLS.

The summer terms at the university and the normal school for the benefit of those who are unable to attend at other times have been largely attended by many of the most progressive superintendents, principals, and teachers. Appropriations for their support should now be made permanent.

#### LONGER CONTRACTS WITH TEACHERS.

In 1898 the supreme court in the case of *Burkhead vs. Independent district of Independence* decided that the statutes of Iowa do not give to boards of directors authority to employ teachers for more than a single school year at any one time. As a consequence there is quite general unrest among superintendents, principals, and teachers, in cities and towns especially. For the year ending in September, 1900, there were fewer male teachers by six hundred in our school than were engaged in teaching the previous year, while the percentage of males decreased from thirty-nine per cent in 1870 to 20.4 per cent in 1899. Many men occupying positions considered among the best have voluntarily abandoned teaching, in part, because of the short term of service for which contracts may be drawn. Young men about to choose their work for life hesitate to enter upon a profession that offers only an annual contract.

The people themselves seldom choose an officer for less than two years. County and state officers are generally elected for two years; county supervisors and railroad commissioners are



elected for three years; judges of district court for four, and supreme court judges for six years. The people are, I think, not averse to this order. A board of directors is a continuous body, and might with perfect safety be given authority to elect its teachers for at least three years.

Legislative action of the sort would encourage men to enter upon and continue longer in the service of teaching, which is very desirable.

### THE TRAINING OF TEACHERS.

A few years ago Dr. E. Schlee, Director of the Real Gymnasium at Altuna, Germany, said of us:

"If in every office the chief factor is the man, and in school the teachers, we have come to the weakest point in the American school system—professional teachers are wanting. That is to say that most teachers are deficient in the requisite scientific and pedagogic preparation for their vocation. The greatest number are women, and comparatively few make a profession of teaching."

Such criticism should create an ambition to enlarge our present plans for the education of teachers.

The report of this department gives the following data for the year 1900: Number of rooms in graded schools, 5,766; first class certificates issued, 2,917; number of persons holding state certificates, and diplomas, 1,285; total 4,242. This is 1,564 less than the required number of teachers to fill the rooms in graded schools.

During the period beginning in September, 1895, and ending in September, 1900, the number of rooms in graded schools increased from 4,777 to 5,766, or nearly one thousand. Whatever may be the plans inaugurated to educate teachers, there should be kept in mind that as the state increases in population and cities and towns expand and multiply, there will be an increased demand for more teachers, trained in the art and science of teaching.

During the year 1900, 7,728 third-class certificates were issued by county superintendents. Assuming that all the holders of these certificates are employed in public school work and have an average of twenty pupils each, there would be more than 140,000 children taught by those holding the lowest classes of certificates.

Of those licensed in 1900, 3,560 had no experience and 4,208 had less than one year's experience. Or, of the 18,906 teachers required to teach the schools of the state, nearly 8,000 have had less than one year's experience, while 12,615 in country schools hold certificates of the second and third classes.



The competency or incompetency of this large number of teachers, many of whom have never attended a high school, will represent the efficiency of our schools and the standard of our education for many years, and the state cannot afford to let them remain as they are. Provision for their professional training should be made in normal or other schools.

In 1892 President Homer H. Seerley, of Cedar Falls, in discussing "The Normal School Problem," proposed; "Let the state show itself in favor of teacher-education and teacher-training by properly equipping, creditably supporting, and fully developing its present state normal school."

At the time these words were written the normal school at Cedar Falls had two buildings and 706 students. Since then two new buildings costing \$138,000.00 have been erected and the enrollment this year is 2,017, exclusive of the training department which numbers 356. Thus has the state provided for its present school.

Again the president says: "Let the state found, equip and support other state normal schools; make them strong, effective and good, and allow the teacher-students to be thousands where there are now hundreds." This position is that taken by nearly all who understand conditions in Iowa.

At the uniform rate of two hundred graduates a year from our normal school it would require more than ninety years to supply the number of teachers required in the state, if all taught for life. Since the mass of the teaching body changes every four or five years, the greater appears the necessity for additional facilities.

It is to the best interest of every state to have superior teachers, and no greater blight can befall the people than to have its children placed under the control of those who are devoid of general culture and good scholarship.

Our citizens pay annually in local taxes \$9,000,000.00 for the maintenance of schools. Is it unreasonable to ask that the state provide skilled teachers? Without such there can be no assurance that the common schools are a benefit. It must see that the work of the common schools is well done.

"Men and nations are as they are taught," says one. "As a people elevate and sustain their educators, so will their educators be found, in time, the great instrumentality which brings them intelligence, freedom, prosperity and peace, and in the end, true honor and glory."

### COMPULSORY EDUCATION.

In the Twenty-ninth Biennial Report of this department considerable attention was given to the question of school attendance. I would again urge upon all who believe in an education for all children the importance of this subject. A free school system is required by law, and the state should insist that the children are given at least the elements of an education.

What could be more just than to demand of all persons having control of children that they send them to some public or private school where the common school branches are taught in the English language for certain fixed periods each year, between certain ages? Only by doing so may the state hope to perpetuate itself in the highest and best order to future generations.

### MEDICAL INSPECTION OF SCHOOLS.

During the past two years considerable attention has been given to the question of medical inspection in public schools. While but little in a practical way has thus far been done, the discussion of the subject has been wholesome, and it is the belief of those at present most interested, that the agitation has tended to arouse and interest parents and boards of directors.

The importance and necessity of having school rooms and buildings fumigated has also been kept quite prominently before the school authorities. I can conceive of nothing that would result in greater good than the proper inspection of public schools and buildings in our cities, by competent medical authorities.

### WHAT TO DO WITH THE SURPLUS.

It was with undisguised pleasure that the school people learned that there had accumulated in the state treasury during the past two years a surplus of a million or more of dollars. In a state where so much has been accomplished for popular education, it should be unnecessary to urge that a large portion of this amount should be expended to extend and improve the school system. It will not be necessary if the friends of education will but unite. If we quibble over small and petty measures and forget that all school legislation should be for the sole benefit of the children, we may not hope for satisfactory returns.

To justly care for all the interests of a great commonwealth like Iowa is no small task. Each interest has its friends; but of such paramount importance are the educational interests that the friends of all others should assist in caring for them.

In the expenditure of public funds, actual necessities should be considered before making appropriations for other purposes. The severe losses at the state college of agriculture and mechanic arts at Ames, and the state university at Iowa City, by fire, call for large appropriations. These institutions are both having a steady growth, which calls for increased capacity, larger teaching force, and more equipment. To fail to meet the needs of these institutions now is to partially paralyze their present efforts and to cripple them seriously for a number of years.

The need of other normal schools is imperative. At least one should be established from the funds on hand.

For years the many friends who believe there is need of additional facilities for the training of teachers have asked each legislature for one or more normal schools. The need of such schools is as great as ever. Practically one-third of the whole teaching force of the state is without proper training for teaching even in the smallest schools.

In 1876 the legislature converted one of its buildings, no longer used for the purpose for which it was built, into a normal school. That this was a wise act few now question. At the present time the state has at Knoxville a set of buildings and ample grounds that could, in the opinion of many, including the state architect, be fitted at small expense for another normal school. It is proposed that this be done. This question is one of no little consequence and cannot be too seriously considered.

The reports from Marion, in which Knoxville is situated, and adjacent counties show that there are 700 teachers at work in the schools who have never attended schools higher than those conducted in the smaller towns, and many have only been in attendance upon the country schools. The same condition exists in other localities of the state to a great extent. The value of normal schools is unquestioned in the training of teachers for the higher positions. For inspiring and instructing those who teach for only a limited time they serve a high purpose.

This department only seeks to present the great need of trained teachers and the importance of speedy action. The location of any schools established must be determined by those charged with legislative authority to act. It is my hope that a broad view will be taken of this vital question by the Twenty-ninth General Assembly.

In at least one state, legislative action has provided that any rural school employing a first-class teacher and maintaining a

certain course of study, shall receive from the general state fund \$50 annually. A similar appropriation for rural schools in Iowa would encourage many small districts now heavily taxed.

Iowa should be represented educationally at the exposition to be held at St. Louis in 1903. It is well to exhibit the live stock and farm and dairy products, but the educational interests should be given a prominent place. For this purpose a suitable sum should be set apart.

The present normal school is now better equipped than ever before in its history, but its needs have not been met. An armory or modern gymnasium would now add to the efficiency of the present plant. A library building is requested by the board of trustees, and while I think the demand for this is not urgent at the present, the time is not far remote when a fireproof building should be erected. At least \$25,000 should be appropriated for the purpose of providing free high school privileges for the country boys and girls.

#### TEACHERS' WAGES.

Iowa still continues to occupy a low place among the great states of the Union in the average annual salary paid teachers. According to the report of the national commissioner of education for the year 1899-1900, we paid the lowest average monthly salaries to teachers of the states of the North Central division except South Dakota. When we consider our wealth and our productive soil the showing is most unsatisfactory. Indiana, by law enacted this year, provided that the salary paid teachers shall not be less than an amount determined by multiplying two and one-half cents by the general average scholarship. The law has increased the pay of teachers, established a uniform rate of wages, and stimulated teachers to improve their scholarship.

#### TEXT-BOOKS.

Present laws provide that boards of directors may enter the market and buy at wholesale books and supplies intended for use in the schools under their supervision, and sell the same to the pupils at cost. Thus, any district is free to have the best books obtainable and at the least expense. Laws also provide for county uniformity of books, and for free books when the people of any district desire them. These laws governing the handling of text-books are very satisfactory to the people of the state.

During the present year between forty and fifty counties have

adopted or readopted a uniform series of books for a period of five years, and it is to be hoped that the people of these counties will not be embarrassed by any new legislation relating to the supplying of text-books.

While there have been some criticisms of the methods employed in some counties by the firms seeking to secure the adoption of books, it has not been alleged that the practical workings of the law have not been generally satisfactory.

Possibly instances may be cited wherein officers charged with the selection of books have directly or indirectly accepted some small valuable consideration other than the compensation allowed by law, conditioned upon their using their official influence or authority for the purpose of procuring the adoption of certain books. Should there be such cases, present laws relating to acceptance of bribes or the accepting of rewards for public duty should be most rigidly enforced. Present laws provide that any person who conspires for the purpose of corruptly influencing an officer's acts or votes shall upon conviction be imprisoned in the penitentiary or the county jail or be fined. I think that the enforcement of these laws will be more satisfactory to the people of the state than any that might be enacted providing for any radical changes in the supplying of school text-books and supplies.

### INSTITUTE MANUAL.

Unification of the normal institute work of the state was undertaken by this department at the request of the educational council of the Iowa State Teachers' Association in 1900.

The manual for Iowa normal institutes was published, distributed and used generally in institutes during the past two years. Reports indicate that it was of great value.

### THE HAND-BOOK FOR SCHOOLS.

Since the publication of the last biennial report this department has issued an edition of the Hand-Book for Iowa Schools. A copy of the same has been furnished for use in each school district of the state. Additional copies are retained for future distribution, and will doubtless supply the needs of the schools for a number of years to come.

### IMPORTANCE OF COMMON BRANCHES OF STUDY.

The most important part of the hand-book is the course of study. An attempt has been made in the present edition to

emphasize the importance of the elementary branches in our schools. I am thoroughly convinced that in our efforts to enrich the course of study, there is great danger of our neglecting to give proper instruction in the common school branches. This is evidenced by the fact that many who attempt to secure admission to our higher institutions of learning are woefully deficient in the use of English, the elementary principles of arithmetic, and in the ability to spell our common English words and to write a legible hand. The lack of scholarship is also noted upon the part of those who enter our normal school, large numbers of them being obliged before being able to receive normal training, to receive a drill first in such subjects as are and should be taught in the secondary schools.

I believe that I cannot too strongly emphasize the necessity of those in charge of public schools giving greater attention than ever before to the common school branches of study.

### EQUAL SCHOOL PRIVILEGES.

In my report for 1899 I called attention to the fact that we have 2,577 rural schools, with an average daily attendance of less than ten pupils. To aid boards of directors, the twenty-eighth general assembly authorized them to levy in addition to the amount specified in section 2806 of the Code, such sum as may be necessary, not exceeding five dollars for each person of school age, for transporting children.

Small schools are to be deplored. It is doubtful if they give value received for 50 per cent of the money expended to maintain them. We often discuss many interesting questions, but none that are more important than how we may give equal school privileges to all children.

I think it is unnecessary to discuss here the question so apparent, that one child is entitled to the same school privileges and advantages as another. The pupil in the most remote rural community is entitled to the best there is. An answer to the question involves the problems of supervision, consolidation of school districts, transportation of children, libraries, text-books, apparatus, buildings, and teachers. These subjects have been discussed in a separate chapter.

### SCHOOL LIBRARIES.

This report contains a special report on school libraries. The report shows a very satisfactory condition of library affairs. The

school districts have expended nearly \$50,000 for library books out of the district funds, and in addition \$28,426 raised from voluntary efforts on the part of patrons, pupils, and teachers have also been expended. The largest amount expended by the school districts is in Howard county, where \$1,995.78 were used to purchase books. The next largest is Marshall, with \$1,365.50. The following is a list of the counties having expended more than \$500 each for library purposes: Allamakee, \$579; Buchanan, \$897; Butler, \$643; Calhoun, \$532; Cass, \$947; Cherokee, \$678; Clayton, \$596; Clinton, \$971; Crawford, \$607; Davis, \$568; Delaware, \$573; Dubuque, \$614; Grundy, \$577; Hamilton, \$693; Hardin, \$579; Harrison, \$505; Iowa, \$798; Keokuk, \$738; Linn, \$902; Madison, \$861; Mills, \$660; Polk, \$593; Pottawattamie, \$713; Tama, \$687; Taylor, \$688; Wapello, \$650; Wayne, \$698; Webster, \$703; Winneshiek, \$615.

Pa'o Alto heads the list, having raised the largest amount for library purposes by voluntary efforts. The county is credited with \$6,000. Mitchell follows with \$2,700; Buena Vista with \$2,170; Pocahontas with \$1,750; Webster with \$1,659; and Ida with \$1,600. Thirty-nine counties raised more than \$100 each, while thirteen raised between \$50 and \$100 each.

The total number of volumes now in school libraries is 453,554; of which 110,815 were purchased during the year. The report shows that 4,245 of the rural schools are provided with suitable library cases, and that 7,073 subdistricts and 2,335 independent districts have school libraries.

The present law has been in operation but one year, but reports generally agree that it is commending itself to the people.

### ACCREDITED HIGH SCHOOLS.

The important work of inspecting and accrediting high schools has for some years been under the direction of the board of regents of the state university. On account of the broad and liberal policy adopted by the board, and the excellent spirit which those directly in charge of the work have shown, very much has been accomplished in the way of unifying higher education in the state.

The task of inspecting schools is never completed. Schools grow, teachers change, and courses of study are modified. To direct in the best way the school system that it may produce the results desired, should be and is the duty of the state. In Minnesota and some other states the inspection of schools is under-



taken by the state directly. A somewhat critical examination of the plan has convinced me of its advantages, and I believe that the adoption of a similar one in this state would enable us to achieve still greater results.

EDUCATIONAL GROWTH.

The following table shows the progress of the schools of the state during the past five years:

GENERAL SUMMARY OF IOWA SCHOOL STATISTICS.

ITEMS COMPARED.	1896	1901
Number of ungraded schools.....	12,526	12,623
Rooms in graded schools .....	5,002	5,875
Whole number of schoolrooms.....	17,528	18,498
Average number of days taught .. .. .	160	160
Number of schoolhouses.....	13,686	13,922
Value of schoolhouses.....	\$15,867,425	\$18,223,749
Schoolhouses built during the year.....	293	233
Schoolhouses with flags.....	4,684	6,475
Enumeration between 5 and 21 .....	720,175	735,159
Enrolled in school.....	543,052	562,662
Average daily attendance.....	345,242	373,547
Average number enrolled per teacher.....	30	29
Average monthly tuition, per pupil .....	\$1.89	\$1.98
Male teachers employed .. .. .	5,814	4,757
Female teachers employed.....	22,507	24,088
Total different teachers employed.....	28,121	28,845
Average monthly compensation, males .....	\$38 28	\$41.53
Average monthly compensation, females.....	\$32 23	\$30 68
Teachers needed for the schools.....	17,861	18,984
Teachers enrolled in normal institutes.....	22,908	19,231
Expended for normal institutes.....	\$61,921	\$59,003
Schools teaching effects of stimulants.....	17,220	17,438
Number of volumes in libraries.....	176,519	453,454
Average compensation of county superintendents	\$1,226	\$1,242
Paid for teachers' salaries.....	\$5,205,287	\$5,747,339
For all other purposes.....	\$3,066,243	\$3,574,313
Total amount expended.....	\$8,271,530	\$9,321,652

The total amount paid for schools has increased more than \$1,000,000. The number of teachers required to supply the schools is 1,123 greater in 1901 than in 1896. The value of schoolhouses has increased nearly two and one-half million dollars.

In cities and towns there have been marked growth and improvement. The high schools are now as a general rule well equipped and supplied with teachers well educated for their special work. There is also a larger number than usual of grade teachers who have qualified themselves for teaching in a superior manner.



"With us," said a college president only recently, "it is now a question of refusing to receive more students or enlarging our capacity." This condition may not exist at all higher institutions, but evidence is before us to show that it does in many.

The great material prosperity of the people of Iowa has made it possible for the youth to avail themselves of the advantages offered by our higher institutions, and this they are doing in larger numbers than ever before.

### IN CONCLUSION.

In addition to the statistics which are required to be given, I have incorporated such other subject-matter as I have found to be of most general interest to the citizens of the state. Among the subjects to which special attention is directed are the consolidation of districts and the transportation of pupils, the education of teachers, the manual for high schools, recent school legislation in other states, reports from county superintendents, sketches of higher institutions of learning, and free text-books.

Much that is of general interest has been embodied under these headings. A careful reading of the reports from the different counties will give a more accurate and complete knowledge of educational interests than it is possible to obtain elsewhere. The sketches of state and private institutions have been prepared with great care by the presidents of the same, and for many years will prove of value. I am sure their importance will not be underestimated.

The country school continues to attract even greater interest than ever before, and for this reason a considerable portion of the report deals with it. Next to the great problem of how we may obtain and retain qualified teachers no question in connection with the administration of schools equals it.

The detailed statements of the board of educational examiners are published as required by the statute.

The university, the state college of agriculture and mechanic arts, and the state normal school have all advanced steadily. The presidents of these institutions are leaders, and the schools under their charge will always maintain a high standard. Parents in seeking an institution in which to educate their children need not go beyond the borders of the state so long as these men, supported by the best faculties the state can secure, can be retained.

City and town schools are annually developing rapidly.

Improvements in the way of more trees, larger libraries, better outbuildings and apparatus, are supplied the country schools. Teachers are enthusiastic and willing to co-operate in the general state work.

Since the publication of the last report the world has witnessed the closing of its most marvelous century. Remarkable in many ways, but in none more so than in the growth and development of a school system which makes possible the education of every child.

My own labors have been exerted to advance the general educational work of the state, and while much has been done to improve the schools it would be presumptuous for me to claim in any large degree the credit for work accomplished. The future alone can best tell to whom credit is due. I must, however, at this time acknowledge the debt I owe to the members of my official family, the board of examiners, the boards of trustees governing the educational institutions, county superintendents, boards of directors, and teachers. These have been the great agencies which carried forward the cause of education. Without their kind, helpful support my efforts would have been of little consequence.

By the continued co-operation of all the friends of education, nothing can stand in the way of the future greatness of our schools. As one who came up through the schools of the state I shall always rejoice in their prosperity and advancement.

Respectfully submitted,

RICHARD C. BARRETT,  
*Superintendent Public Instruction.*



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## CHAPTER II.

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### CONSOLIDATION OF SCHOOLS AND TRANSPORTATION OF CHILDREN.

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INTRODUCTION.

REPORTS FROM COUNTIES.

SUMMARY FOR THE STATE.

BUFFALO CENTER PLAN.

TRANSPORTATION IN CITIES.

IN OTHER STATES.

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## INTRODUCTION.

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Half the independent districts and three-quarters of the sub-districts in Iowa have schools with an average daily attendance of less than twenty. Statistics collected two years ago show that seventy independent and two hundred and sixty-three sub-districts have an attendance of less than five; 502 independent and 2,705 sub-districts have an attendance of less than ten; 1,273 independent and 5,100 sub-districts have an attendance of less than fifteen; 1,950 independent and 7,379 sub-districts have an attendance of less than twenty.

Of the 21,034 teachers who were licensed in 1900, 3,560 had no experience whatever in teaching and 4,208 had taught less than one year.

Another significant fact is that of these 21,034 teachers licensed 7,228, or about one-third, held third grade certificates. Of this number 6,167 were issued to females, presumably young girls just out of school, many of them not having completed even the common school course. This department has advised the county superintendents not to issue third grade certificates except where it is unavoidable in order to procure teachers to supply schools that otherwise would have to be closed for want of teachers. This policy has been universally followed by the county superintendents of Iowa. They report that they issue third grade certificates only as a make-shift and for the purpose of filling the schools. They are issued for only one, or at the most two, terms, and it is admitted that persons holding third grade certificates are not properly qualified to teach. The number of second grade certificates was 13,828, of which 11,703 were issued to females. Thus it is seen that a large majority of the teachers of Iowa hold second grade certificates and that of the total number of certificates of all kinds issued and in force in the state during that year, more than eighty per cent were second grade or under. The total number of first-class certificates issued was 2,917 and the total number of state certificates and diplomas was

1,285. The number of certificates issued is greater than the actual teaching force because some of the certificates are issued for only parts of a year and not all the persons holding certificates are teaching.

There is hardly a graded school in the state, at least not in any town of 1,000 or 1,200 population, where the board of directors will employ a teacher who does not hold a first-class certificate. There are about 5,800 teachers in the graded schools, not counting the high schools, principals, etc., where teachers of the highest qualifications are employed. It is not difficult to see, therefore, what is left for the country school or why it is difficult in Iowa to procure first-class teachers for the rural schools under present conditions. The number of ungraded schools at the last accounting was 12,615. The total teaching force, therefore, was at that time, there being 5,776 rooms in graded schools, 18,381. The actual supply of teachers,—that is, the different persons licensed, being 21,034, this supply including all the third grade teachers,—is very little above the actual constant demand, which is increasing.

The present report of this department will show that these conditions have not materially changed. The proportions are about the same, and there is no question in the minds of experienced educators who have given careful attention to the question but that these conditions are related to each other. The number of inexperienced teachers would not be so great if it were not for the great number of small schools and the difficulty of securing teachers for them. If the standard of teaching in hundreds and hundreds of districts was not necessarily very low, it would be impossible for so many persons to secure employment as teachers without any preparation whatever for their work, beyond what they have secured in the common schools. Many of them have had little or nothing beyond the district school which they propose to teach. The best thought of the common school men and women of to-day is given to the question of how to improve the rural schools. The city schools are in the hands of the best educational talent that can be secured by the payment of liberal salaries to teachers, by supplying the best buildings that money and brains can produce, and by holding out the inducement of attractive surroundings to the teacher—an atmosphere of culture, the opportunity to be in and a part of the strenuous life of the city, with its many varied interests, entertainments and associations.

The country school labors under disadvantages in its competition for teachers and pupils, especially where it has but a small attendance. It is impossible for the teacher to properly systematize her work and classify the school. The classes are small, many times of only one or two pupils, so that there is no incentive to competitive excellence. The teacher's time is so cut up and spread out over a great number of subjects that it is impossible for her to do her best work in any of them and the interest of teacher and pupil is likely to lag. There are, it is true, many excellent rural schools, but this is due either to the fact that the attendance is large, or that by good fortune an exceptionally capable teacher has been secured. If the latter is the case, it is quite certain she will not stay more than a term or two, because better inducements will be offered her elsewhere.

There are hundreds and hundreds, and it is safe to say thousands, of districts in Iowa where these conditions are almost certain to prevail for many years to come. These districts are so small and their resources so limited that their revenues, without excessive taxation, are bound to be limited to such an extent that they cannot afford to employ teachers whose ability commands good salaries. It is only by consolidating these weaker districts and forming one strong district which can afford to have the best teachers, building and equipment, that the best educational advantages can be secured without heavy additional expense.

The great educational need in Iowa, in the opinion of many of the strongest educators, is of a better trained teaching force. This need is felt most by the rural schools, because under present conditions only a few of them comparatively pay salaries sufficient to induce teachers who have had professional training to work in them. The salaries are so low that young men and women are discouraged from preparing themselves to teach because they can do better in other occupations. At least, if a young man or woman prepares for the teaching profession, it is with the view of securing a position in a good graded school, and having gained the professional training, such positions are easily obtained. The common schools get little or no benefit at present from normal schools except during the experimental stage of the teacher's career, while she is acquiring the experience which will qualify her for a position in the graded schools. The average salaries paid to teachers in Iowa during the year 1900 were: To males \$40.20 per month, and to females \$30.24. In 1897, the

committee of twelve reported salaries paid in different states as follows:

	Males	Females		Males	Females
Alabama.....	\$ 25	\$ 20	Missouri.....	\$ 40	\$ 34
Arkansas.....	33	30	Montana.....	60	45
California.....	67	56	Nebraska.....	35	30
Colorado.....	50	45	Nevada.....	85	60
Connecticut.....	30	30	New Hampshire.....	30	30
Delaware.....	35	33	New York <sup>1</sup> .....	37	37
Illinois.....	30	25	Ohio.....	35	29
Indiana.....	40	35	Pennsylvania <sup>5</sup> .....	42	33
Iowa.....	35	30	Rhode Island.....	40	36
Kansas.....	40	32	South Carolina.....	30	27
Kentucky.....	36	34	South Dakota.....	36	31
Louisiana.....	40	33	Utah.....	53	37
Maine.....	35	22	Vermont.....	39	27
Maryland.....	29	29	Virginia.....	28	25
Massachusetts.....	32	26	West Virginia.....	36	36
Michigan.....	29	25	Wisconsin.....	46	30
Minnesota.....	40	31	Wyoming.....	45	40

Iowa has improved since that time in the payment of salaries to men, but not to women. The great number of inexperienced third grade teachers, with whom their employment is merely a make-shift, both on the part of the teacher and the board of directors, keeps the average salary paid to women in Iowa very low, although not as low as in some other states.

The complaint is often made that the farmers' boys and girls want to leave the farm and go to the towns. The atmosphere of the cities and towns with its excitement, its society and its many attractions and allurements appeals to the young people. Younger and younger every year, it is said, they feel this discontent with rural life and they desire to get into town. How many towns and cities there are in Iowa where a goodly proportion of the population is made up of retired farmers who have left the country and moved into town to satisfy this craving on the part of their children. They have come, they say, to educate their children and give them the best they can afford. They have left the farm, often at great sacrifice, and many times, it must be admitted, with results not the best for the children. Not every boy and every girl who comes fresh from the country with good health and pure morals is able to retain those blessings under changed conditions in town. They have not been prepared for it; they have grown up under different surroundings and the new life may not be the best for them.



If these people who remove into town to educate their children could have a good graded school within easy reach of the home farm, offering to their children educational advantages equal to a town school, with well paid, capable teachers, a comfortable, well lighted, sanitary school building, and the enthusiasm of numbers and the inspiration of competition, is it not reasonable to suppose that they would have stayed on the farm and been better satisfied than they are now, having broken up the associations of many years and moved into town? In some parts of Iowa a strong and intelligent effort has been made to bring the country schools to a standard of efficiency equal to the best graded schools of the towns by closing several small schools and uniting the revenues of the districts in which they are located into one good central school to which the children are transported at the expense of the consolidated districts. Where this plan has been given a fair trial under approved methods it has been highly satisfactory. Indeed, the consensus of opinion in the educational world is practically unanimous that this is the only method by which districts which are now supplied only with small schools can be given adequate educational advantages, even for children up to the seventh or eighth grades. The system has been on trial for several years in the east, notably in Massachusetts, Connecticut, Indiana and Ohio, with results highly gratifying to the advocates of the system.

For the purpose of learning to what extent this remedy has been applied in Iowa, what the results are where it has been tried and how a trial of it would be likely to be received by the people where it has been discussed, this department asked the county superintendents of schools to report the situation in their several counties, giving both sides of the question, and especially were they asked to state the effect where experiments had been made. Their reports, which are summarized elsewhere, furnish reliable and quite complete information upon the progress of this forward movement in education in Iowa.

The purpose of this inquiry was to bring out, not merely the favorable side of this problem, but to present also all the objections that have been made to the adoption of the plan of consolidating small schools and transporting the pupils to a central school. In the solution of this problem it is necessary to know all that we have to meet to satisfy the people that it is a wise policy, just as every good lawyer in preparing for a trial tries to put himself on the other side to understand as fully as possible what he must

overcome in order to win his cause. We have set forth the objections in detail in every county, no matter how trivial they may be. If the objections are trivial they will be all the more easily overcome. If they have weight, then we should not try to avoid them, but seek to remove the causes for these objections. It will not do to ignore them. The people whose children are affected by this proposed change will not be satisfied with being told by a school-man that it is for their interest and they should not complain. They must be convinced through their own judgment that the plan is right. Those who know most about the new system and who have had experience in its practical operation are very confident that almost any reasonable person would be convinced of its merits if he would take the trouble to inform himself thoroughly concerning it and learn what it has done where it has been given a thorough trial. We hope in this brief study to bring together some practical suggestions and give to both the patrons of the schools who are discussing it and to the school-men of the country something new to think about bearing on this problem.

Briefly summarized, the advantages claimed for the system by the county superintendents, 95 per cent of whom favor the plan, are as follows:

1. It will secure better teachers.
2. It will reduce the per capita cost of education in the districts affected in nearly every case and without exception after the first cost of buildings, where buildings are required, has been paid.
3. It will insure better classification of pupils, so that both teacher and pupils may spend their time to better advantage.
4. Larger classes will stimulate competition and better effort and greater interest and enthusiasm among the pupils.
5. Supervision will be more thorough and more easily accomplished by the county superintendent and by the principal of the township or central school, where it is large enough to require a principal and assistant teachers. Certainly the county superintendents can give better attention to the schools if their number is reduced.
6. The attendance would be larger, as experience has shown.
7. Greater punctuality would be secured, as the children would all be brought to school before 9 o'clock in the morning.
8. Consolidation would provide better buildings and more apparatus and libraries without additional expense.

9. Longer and more regular terms of school would be the result of uniting the forces of several small districts into one strong central school which could be kept running eight or nine months in a year.

10. The health of the children would be better guarded where they are conveyed from their homes to the school in comfortable vehicles than where they have to travel through mud or snow for a mile or so to the school, as they often do under the present system.

11. The older children would be kept at home and in school longer than they can be at present, because the central school could provide advanced courses of study under a capable teacher. So the necessity of going to town to school would be put off several years. The course of study would be so arranged as to accommodate these older pupils at such time as they can be spared to attend school. This would tend to keep the boys and girls on the farm instead of encouraging them to leave it and go to the towns. This is one of the main purposes of this system.

12. It will improve the farm surroundings and add attractions to country life by stimulating a desire to know more about the works of nature. Colonel Francis W. Parker has pointed out the wonderful opportunities for elementary education to the child living on a farm.

13. In the central school there would be opportunity for the study of special branches which cannot be offered in the district school because the teacher lacks either the time or the ability to teach them.

14. In short, and to sum up, the opinion of the county superintendents is almost unanimous to the effect that the consolidation of small schools and the transportation of the pupils to a central school at the expense of the district would result in better schools at less or no greater expense.

The disadvantages which the county superintendents report are urged by the people, and by themselves in some cases, against consolidation and transportation, are numerous, and some of them have much force and cannot be successfully met in all cases without radical changes in conditions, and the erection of safeguards. This refers chiefly to the objection of bad roads. The picture presented in the table accompanying this report summarizing the objections to this system is a powerful argument for better roads. In fact, the chief objection brought against the system is the impassable condition of the country roads at cer-

tain seasons of the year. In brief, the objections pointed out, which are mostly suggested by school patrons, most of whom are imperfectly informed regarding the working of the plan, are as follows:

1. First, and in almost every instance, bad roads.
2. Fear that the expense will be greater than under the present system.
3. That the children are kept too long on the road and too long from home. It is said that children who live farthest from the central school would have to leave home before daylight and would not return until after dark in the winter time. Mothers fear that children will suffer from these long rides.
4. Careless drivers may be employed who will not attend to the comfort of the children, and whose influence upon the children will not be good.
5. The people object to the removal of the little schoolhouse from the neighborhood, since it furnishes in many places the only public meeting house. They say it will break up the Sunday-school, the literary society and other neighborhood gatherings. There is a sentiment concerning the little schoolhouse that objects to its obliteration from rural life.
6. Many farmers think that the closing of the school near their farm and the location of a central school several miles away would greatly increase the value of real estate near the central school and reduce the value of the farms farthest removed from it.
7. In some places it is claimed it will take the older boys out of school earlier than if they could attend nearer home where they would have more time nights and mornings to help about the farm.
8. The objection is often made that the children are wanted at home before and after school to help "do chores," and that if they must start early for a distant school and return late they will not be able to render this assistance, and will miss learning much of the practical work of the farm which they should acquire when young.
9. That the evil influences will be much greater in the central school with its large number of pupils of all ages and conditions, because they will not have the close supervision of the teacher which they received in the little district school.
10. That this centralization of schools will remove the schoo-

from the people and will be a step away from democracy toward paternalism.

11. That many teachers will be thrown out of employment. It is even suggested by some of the superintendents that some of the little district schools are kept in operation to furnish jobs for relatives and friends of the directors.

12. That the children receive less individual attention in the large school than they receive in the small district school, where the teacher has time to give private instruction to nearly every pupil.

13. That it is doubtful if the graded school is better than the ungraded school.

14. That the children must wear better clothes when they attend the large central school than they would have to wear in the little district, thus adding to the burdens of parents.

15. That there will be greater danger of spreading contagious diseases where all the children in a township are brought together.

16. That children will suffer from having to carry cold lunches to the central school.

These objections must receive respectful, careful, and intelligent consideration if we expect the system of consolidation and transportation to be at all successful or generally adopted. Many of them can be easily removed by furnishing information upon what has already been accomplished in consolidation both in Iowa and in other states where it has been longer in vogue. This we have attempted to do in the reports from places in Iowa where it has been tried, and in quotations from reports from other states. Some of the objections, however, cannot be removed by argument, at least in many places. Conditions must be changed before the system can be successfully operated. The details of the plan must be modified to fit the peculiar circumstances of the locality in which it is proposed to introduce it.

If the country roads in Iowa were what they should be, transportation would become quite general in the state. In the spring and fall for a number of weeks every season, especially in the spring, the roads in many sections of the state are well-nigh impassable and it would be out of the question to undertake to make regular trips for any distance over a mile or two, and sometimes that would be equal to traveling ten times the distance under ordinary conditions. Improvement of the roads will there-

fore be the surest preparation for the transportation of the children in rural districts to better schools.

The superintendents were asked to give their judgment on how far children could be transported with safety to themselves and profit to the district. Their answers are widely different and are of course influenced by local conditions. In rough, hilly country and in places where the roads are especially bad, it is said that a journey of a mile or two is equal to traveling twice the distance where these difficulties do not appear. Under ordinary conditions, with fair roads and in fair weather, the majority think that five or six miles is not too far. But the average distance which it will be safe to undertake is not above three or three and a half miles, and if the routes can be so arranged that the children are not gathered from a distance greater than two miles from the central school, a great many objections now brought by parents against the system will be speedily removed. As the roads improve and the people understand the system better and see its advantages, probably longer routes may be planned, especially where the children to be transported are not the youngest. Many of the superintendents report that mothers hesitate to send their young children so far from home for the entire day when they are not entirely sure what care they will have.

Objection is made to the character of the drivers who are likely to be secured. This is certainly a well-grounded objection, which should receive the most careful attention from boards in making their arrangements for the transportation of children. In some places farmers' wives have acted as drivers and often parents have taken the contract to transport the children. In this connection the form of contract for transportation which has been in successful use in Madison township, Lake county, Ohio, is given herewith. All whose bids are accepted are required to sign a contract by which they agree:

"1. To furnish a suitable vehicle with sufficient seating capacity to convey all the pupils properly belonging to their route, and acceptable to the Committee on Transportation.

"2. To furnish all necessary robes, blankets, etc., to keep the children comfortable; and in severe weather the conveyance must be properly heated by oil stoves or soap-stones.

"3. To provide a good and reliable team of horses, and a driver who is trustworthy, and who shall have control of all the pupils while under his charge, and shall be responsible for their conduct. Said driver and team shall be acceptable to the said Committee on Transportation.

"4. To deliver the pupils at their respective stations not earlier than 8:30 A.M. nor later than 8:50 A.M., and to leave at 4:05 P.M. (sun time).

“Each contractor shall give bond for the faithful discharge of his contract in the sum of \$100, with sureties approved by the president and clerk of the board.

“The committee reserves the right to reject any and all bids.”

One of the most important details in the system is to secure drivers who can be trusted to take care of the children and see that they are kept comfortable, and that proper discipline is maintained.

The effect of this system upon real estate values is often referred to as one of the objections raised by farmers. Many a farmer reasons like this: “If the little district school near my farm is closed and the children of this neighborhood have to be carried, three or four miles perhaps, to a central school, the farms near that school will become more valuable and my farm and others around here will depreciate in value. So I would better not consent to this scheme, because if I want to sell my farm I cannot get as much for it as I could if the school were within half mile or a mile.” This objection has often the appearance of being reasonable and sometimes unanswerable, but it is really one of the easiest objections to be met. Where the system has been given a thorough trial the land values have not been affected as feared by some of the farmers. On the contrary, the value of all the land in the consolidated district tributary to the central school has been increased in value. It is not the accessibility within walking distance to a poor school that makes a farm valuable, but the accessibility, whatever may be the means of reaching it, to a good school. It is reported in the eastern states where the system has been tried that now when a farm is advertised for sale it is said that children are transported to a first-class central school, instead of offering as an inducement that the district school is within a mile of the farm. In Winnebago county, near Forest City and Buffalo Center, farms have been sold in the districts where consolidation has been adopted and transportation is furnished and the buyers have been well satisfied to pay an increased price for the land because of the exceptionally good educational advantages offered to the children. In fact, there is no instance on record where, after trying both systems fairly, the farmers preferred the inferior district school to the superior central school, providing the conditions of transportation and the details have been properly attended to.

The demand that the children shall be at home before and after school to do chores is an objection hard to meet. If parents desire



to bring up their children to "do chores" to the neglect of their education, there is little use in appealing to them for better educational advantages for these children. Many farmers in Iowa send their children to towns to school on Monday morning and go after them Friday night. Thousands of children in Iowa are receiving their education in this way. Would it not be better if these children could leave home, let us say in some instances even as early as 7:30 in the morning, and not return until 5:30 in the evening, and be at home under the care of their parents and enjoying the home life? This is under the supposition that the children live at the extreme end of the route to the central school. If the central school was as good as the school in the town which these children now attend, would not the children and the parents both be better satisfied? In this connection it is suggested that the drive to school should begin at the point farthest from the central school. Much of the success of the system depends upon the arrangement of the routes.

With many patrons, and taxpayers who are not patrons, the question of expense is the first consideration, and many of them think that the cost of keeping up the consolidated schools will be greater than that of maintaining the little district schools. In one county it is reported that the directors think it is cheaper. In one county it is reported that "in small districts teachers receive a small salary for six or seven months. Patrons claim that this is cheaper and more convenient than to have pupils transported." In this county, where ninety-seven different persons were licensed in 1900, twenty-five had no experience and thirty-five more had taught less than one year. The number of third grade certificates issued was 136, and the number of first grade certificates issued was three. So the third grade teachers were licensed again and again, though unable to improve in grade. Notwithstanding the fact that in the county referred to is a large city with an excellent system of graded schools, the average monthly salary paid to the women teachers in that county is \$28.01. Comment is scarcely necessary. If the people are content to put up with cheap teachers six or seven months in the year, it is probably "cheaper" than to have good schools.

We believe that the prevailing sentiment in Iowa is that we can afford to have the best; that we want the best, even if it costs more. In Sioux county the superintendent reports that "rich farm lands, prosperity and the young, inexperienced teaching force will hasten the elimination of the small, weak districts.



Men of easy means are complaining of the meagre school advantages, and, since consolidation means a step toward graded schools, these men, who can and are willing to pay for better school advantages, will become real soldiers in the march of educational progress."

Several other superintendents reported, and this is the general verdict: Where the people can be satisfied that they are getting their money's worth, that the educational advantages are to be improved and their children given better opportunities for securing an education near at home, they will not hesitate, even if the expense is greater. Those who have given this subject the most study have complete faith in their ability to overcome this objection with all reasonable persons by showing them the numerous benefits which their children will derive from the better schools that will be provided for them by consolidation and transportation.

But it is by no means conceded that consolidation and transportation mean increased expense, although in some instances when the system is first adopted, and while the initiatory expenses are being paid, it may be somewhat increased. There is no doubt whatever that under ordinary conditions it costs much less to operate schools under this system than it does the small, scattered, inferior district schools. Experience has proved this. The cost of tuition per capita per year has been greatly reduced in many cases and in almost every instance the number of weeks of school has been increased. Reference is made to the reports from other states and to the reports from Iowa counties, notably from Winnebago, Pottawattamie, Black Hawk, Dickinson, O'Brien, Hancock, Wapello, and others, to substantiate this statement.

The objection to the removal of the schoolhouse from the neighborhood is one that will have to be given local consideration. Churches are now being built all through the rural communities of this state for the accommodation of the people for various kinds of public meetings, as well as for the use of the particular church organization which may own the building. These buildings are built by subscription from people of all denominations. They are for the common use of the community. If it is agreed that consolidation is a good plan the sentiment concerning the little schoolhouse ought not to interfere with it. Most of these buildings have but small value, and a district could afford to keep them in repair for meeting places if need be or the people could do it themselves, if they had no other meeting place

and thought it worth while to keep up the school building for this purpose. Is it not likely, however, that the people will be willing to go as far as the children and use the central school building for these purposes? These, however, are minor considerations which will not control if the chief objections are removed.

The claim that consolidation and transportation will take the older boys out of school sooner than if they could attend the little district school may have some foundation in some cases. Here again we come to the question of whether parents want their children to have the best education possible for them to obtain, or not. If they do, the boys will not be kept out of school to "do chores," not even if they have to go away from home altogether to obtain adequate educational advantages. Boys and girls of this class, who want to get an education and whose parents are ambitious for them to secure it, will be greatly benefited by the central school. They will be able to secure at home what otherwise they would have to get at the trouble and discomfort of leaving home entirely, at least for five days in the week. There may be isolated cases where the boys on the farm are obliged to be at home to work about the farm mornings and evenings, but the boy who wants to get an education will not be balked by this. He will get up a little earlier, perhaps. But these are the extreme exceptions and no system can be made to fit the exceptions to the disadvantage of the vast majority. Children who are so unfortunate as to have parents who think more of their "doing chores" than of securing an education will perhaps suffer some disadvantage from this system, but in Iowa such children, it is to be hoped, are exceedingly rare. Here again we see the disadvantage of long routes. We are convinced that in the introduction of consolidation and transportation in Iowa the routes should be as short as possible. It will be easier to get the system adopted in this way and it will be much more satisfactory to the patrons.

Some guarantee must be given to anxious parents who fear that the moral influences surrounding their children in the central school will not be good. They say that where a large number of children, old and young, with good and bad impulses, are brought together and spend the long noon intermission together without restraint, many of the children will learn things which it is better for them not to know and will be subject to the evil influences and bad companionships which they would largely escape in the little district school. This objection must not be

overlooked, because there is some reason for it. Sometimes the reply to this complaint is that the children must go out into the world some time and they may as well prepare for it one time as another. But this will not answer it. Many private schools are maintained solely because parents hesitate to subject their children to influences which go contrary to the pure atmosphere of the home. They think it is better for the child to arrive at a little riper age before he is subjected to these things and that he has time enough to learn them without taking the risks of meeting with all the temptations of life in his childhood. Therefore, it is highly important that safeguards shall be thrown around the children in the central school and on the way to and from the school. The teacher should know what is going on during the noon hour. Some supervision must be had to protect the children from the evil influences of the occasional bad boy or girl.

Children have been carrying lunches to school for ages and have come out of it pretty well and with good health. A large majority of the children who attend the district schools today carry lunches and no serious complaint is made about it. This objection is not of much consequence.

That the centralization of schools will remove the school from the people and will be a step away from democracy toward paternalism is a sentiment which probably does not prevail to any large extent, although it is mentioned by several county superintendents. A good many sub-directors now controlling district schools and using the patronage thereof for their own personal benefit will doubtless see the force of this objection, but the people will not feel it. Very few people will care who runs the school as long as it is a good school and the taxation to support it is not excessive. People will have the same voice in the election of the directors and the school will not be removed from their control.

It is earnestly to be hoped that all poor teachers will be thrown out of employment. That is one of the main objects of consolidation and transportation, and it should be clearly understood. The incompetent teacher must go and it is to be hoped that she will go by the thousands. From one or two counties this objection is heard. In one of those counties about half the teachers had taught less than one year.

Sometimes it is said that we ought to "stand up for the country school," which has turned out so many good men and women, instead of criticising it. Occasionally it seems that

some one thinks the effort to raise the standard of rural schools is in some way a reproach upon rural life. These are two great mistakes. Concerning the first, it may be said that no amount of assertion that he is well will cure a sick man, if he is really sick. The true physician tries to learn what is wrong and apply the proper remedy. That is what the advocates of consolidation and transportation are trying to do. And as to rural life, the whole theory of consolidation and transportation is that rural life, the life on the farm, is the ideal life, when the advantages of education, of culture, of society, are added to it. It is the purpose of this system to make life on the farm so attractive that the children will not want to leave it; that the parents will not have to leave it, and that the boys may be brought up to love it and carry it on, seeing its great possibilities, instead of running into town to begin the struggle to enter a crowded profession or to go into a business that will not yield them the financial returns or the health and happiness that are to be had on the farm.

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## REPORTS FROM COUNTIES.

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The following questions were sent to every county superintendent in the state:

1. In how many different districts have pupils been transported?
2. In what school corporations has consolidation been tried, and with what effect?
3. So far as you have been able to learn, what is the general sentiment in your county regarding the closing of small schools, and the transporting of pupils to others?
4. What in your opinion are the advantages and the disadvantages of the consolidation of districts and the transportation of pupils?
5. Where the system has been tried, what do the patrons think of it?
6. If any objections are made to the plan, what are they; and how may they be removed?
7. What distance may pupils in your opinion be transferred with safety to themselves and profit to the district?
8. If in any instances pupils have been transported in your county, state briefly the history of the case, and with what success it has been tried.

We shall be glad to have briefly any thoughts or suggestions on this subject, not covered by these questions, which are simply suggestive.

The replies received are summarized herewith. They contain a vast amount of valuable information on the question of consolidation and transportation. They show what obstacles must be removed to secure the success of the system. Its advantages

and disadvantages are clearly pointed out. It is understood that wherever any experiments have been made they are referred to in these county reports. Where there is no account of consolidation or transportation, nothing has been done in that county. The most conspicuous features of these reports are:

*First*—That the county superintendents are almost unanimous in favor of the plan and nearly all of them give good reasons in support of this position.

*Second*—That the chief objection to the proper application of the system in Iowa is the bad condition of the roads at certain seasons of the year.

ADAIR.—Some townships are in favor of closing small schools but transportation difficulties prevent. The advantages of consolidation are better schools, fewer poor teachers and gradual advancement. The transportation question is the one to be discussed. Poor roads, careless drivers, cold weather, and the great anxiety of parents for children who are entrusted to the care of a driver who is not fit for the children to be with are the disadvantages. If the roads were different there might be some hope of getting at centralization, but in many counties it would be impossible to get through the mud to get the children to school in time.

ADAMS.—In some parts of the county sentiment is favorable to closing small schools and in other parts bitterly opposed. The chief objection is the difficulty of transportation and taking children so far from home.

4. Schools better classified; better instruction.

7. From five to seven miles.

ALLAMAKEE.—Some favor the plan, but more oppose it. The advantages are better schools, because of larger classes and more enthusiasm; better supervision and better attendance. The disadvantages are: In rough counties it would be impossible to gather the pupils on account of extra distance traveled to get to the schoolhouses; sacrifice of seven or eight good schoolhouses in each township and the erection of a large schoolhouse to accommodate all the pupils of a township; larger expense, requiring from five to eight teams to collect pupils, each team costing as much as to hire a teacher. Besides it would require from three to five teachers to manage the central school. These objections may be removed by showing that while they are inconveniences and extra cost the better results will amply justify the change for the same reason that the harvester is better in the grain field than the old-fashioned sickle. The plan that costs most is the best and better results follow

7. From one to five miles.

APPANOOSE.—There is some sentiment in favor of it. The advantages are many, the chief of them being that it would give the children in the country the benefit of a graded school the same as the children of the towns have. The great disadvantage is the transportation problem. Some children would have to be ready in the morning at an unseemly hour, and would of course not get home until late in the evening. The roads are often almost impassable. When the transportation problem can be solved satisfactorily this is the system in my judgment.

AUDUBON.—There are only a few schools in the county where it would be practicable to close them and transport the children to another school unless a central school was established. For that reason the question has not been discussed very much, but I think the people would favor it where it is practicable.

By consolidation the schools could be graded better. The children of the whole township would be brought together in one building, and so have the advantage of larger and stronger classes. The children of the rural districts would be given a chance to obtain as good an education at home as those who live in town. It would increase the attendance by keeping the older children in school longer. It would enhance the value of land in the entire township.

Some of the disadvantages would be the length of time that children living in the extreme corner of the township would be compelled to be on the road, and the poor condition of the roads at some seasons of the year.

The objections are the time children would be compelled to be away from home; the expense of transportation, and it is claimed it would depreciate the value of land that was located quite a distance from the school. The first objection is hard to remove. The only way I would know how to meet that objection is to improve the roads so as to reduce the time as much as possible. The last objection may be removed by showing that the value of land of the entire township will be raised.

7. Five or six miles.

BENTON.—Sentiment is manifested on both sides. As no vote has been taken in any corporation I am unable to say, but I believe in time the general sentiment may be created in favor of consolidation.

4. The educational advantages are certainly great. Pupils will have all the advantages of a graded school. A broader and deeper course of study can be given the pupils; the advantages of special teachers in the grades; the supervision of a superintendent, will all stand out prominently as advantages over the present plan.

6. The principal objections raised in this county are bad roads, more expensive, greater influence for evil on account of increased numbers.

7. Six miles.

BLACK HAWK.—Four districts have consolidated and are transporting children. Sentiment in the county is, as a rule, favorable and there is no dissatisfaction where the system has been tried. The following experiments have been made in this county:

Independent district No. 4, Waterloo township—Children furnish their own transportation, but the district pays tuition, and stabling of horses in town; attend West Waterloo; schoolhouse in district sold.

Independent district No. 4, Big Creek township—A man is hired by the board of directors to transport all the pupils to an adjoining district in Benton county; schoolhouse too old; abandoned.

Sub-district No. 1, Orange township—Pupils furnish their own transportation, but district pays tuition for pupils in West Waterloo; schoolhouse good new brick; locked up.

Sub-district No. 6, Lincoln township—One man hired for one year to transport all pupils in the district to an adjoining school in same township; schoolhouse in fair condition; locked up.



In all the above cases schools had too few pupils to maintain a good school.

Lincoln township has voted to consolidate all of the schools of the township (9), and voted \$5,000 to build a central schoolhouse. This was decided upon after a committee had visited other localities where the system had been tried and made a thorough investigation of its merits and its practical workings. The committee was composed of one man who was opposed to the experiment, one who was in favor of it and the county superintendent. The man who was opposed was completely convinced by what he saw.

Everything is in favor of consolidation. It means better equipment, better schoolhouses, better teachers, better schools, more schooling; keeps boys and girls away from the town at an age when they are most easily led astray, and gives the poor boy or girl an opportunity to get more education than they could get in any other way. One year in the consolidated schools is equal to two years in the district school. It raises the price of land. The only argument against consolidation is the long distance some pupils would have to be transported.

5. Most parents favor it.

6. Transportation is the only objection and that will gradually wear away as the people become accustomed to the new order of things.

7. That would depend upon the condition of the roads. In ordinarily good roads, five or six miles can be traveled in one hour, and the average country pupils take that time in going to the district school. A good team can walk four miles per hour, so in one hour the pupils, in ordinary times, can travel five or six miles with profit to themselves and the district.

Have some good sensible addresses made at farmers' institutes.

BOONE.—Nothing done, but sentiment in the county is favorable to closing small schools and transporting pupils to other schools.

BREMER.—The sentiment of consolidating school districts and transporting children to a school located in the center of a township is, as far as I have been able to ascertain, very favorable to such change when the proper time comes. I have discussed this matter with school officers and others interested in the schools, and I found them almost without exception in favor of the plan. All admit that it will cost less to maintain the school, that it will give the children better educational advantages and that it will give their children in time the advantage of attending a high school or a well graded school at home. The expense of changing from the present system to the proposed one seems to be the only thing in the way of making the change at this time.

BUCHANAN.—Two districts are transporting pupils and five have consolidated. The sentiment in the county is favorable to the plan and the parents are generally satisfied where it has been tried. The advantages are larger schools, increased enthusiasm and that districts will be able to pay salaries that will secure a far better grade of teachers. The objections are largely imaginary and may be removed by a better understanding of the plan. Ultra conservatism, prejudice, selfish motives, and failure of appreciation of the actual condition of the schools interfere with the adoption of the system. The experiments in this county are as follows:

WASHINGTON No. 3.—School has closed and pupils transported to Otterville where they have a two-room building. The experiment proved very

satisfactory, and in my judgment No. 3 would not have been reopened if a certain person had not lost a more lucrative position.

**BUFFALO No. 7.**—Two pupils are transported to No. 1, and proved satisfactory; school still closed.

In other districts schools were closed but no transportation provided.

**BYRON No. 8.** Reopened apparently to enable interested parties to keep teacher at home.

7. Three to five miles, depending upon the condition of the roads.

Experience has taught me that the campaign of education on the subject of consolidation must be carried on with more zeal than ever. The people must be shown that without excessive taxation it is utterly impossible to supply our rural schools with competent teachers under the present system. The rural children of Iowa are entitled to the best there is, and it is our bounden duty to keep up the fight for equality in school privileges until the country child has the same, if not better, educational advantages than are enjoyed by the children of our cities.

**BUENA VISTA.**—No district school has been closed permanently. Six have been closed temporarily but no pupils have been transported to other schools. The sentiment is at present divided. The majority are against the plan. I think, however, that the sentiment in favor of the plan is growing.

The advantages would be larger and better graded schools with more advanced classes. This would result in keeping the older pupils in school longer. Fewer and better schools would mean fewer and better paid teachers and, in general, a higher educational level in the rural districts.

Some of the disadvantages would be the great distance some pupils would have to go, and the bad influence which the removal of the sub-district schoolhouse would have upon the social and religious life of the people. The central school would mean the end of the rural Sunday-school and the evening debating societies, which have had a wide influence upon the character of the American people. Several efforts have been made to adopt the central school plan but they have been voted down by surprisingly large majorities.

Parents object that small pupils would be too far from home in case of sickness or accident. The roads are impassable part of the year. Reliable drivers cannot be had without great expense. The system gives unfair advantage to those living near the center of the township.

Pupils might be transported three or four miles with safety. Hence two or three schools for each township would be more practicable.

**BUTLER.**—One sub-district closed its school and the pupils attended the next school in the same township. One independent district closed its school and sent pupils to another independent district. One conveyance was used to transport five pupils to the Shell Rock school at a cost of \$4.00 per month. The other nine of the fourteen preferred to furnish their own transportation and were satisfied to have their tuition paid.

The sentiment is fast growing in favor of the closing of small schools and transporting to others. I think by consolidating we will have fewer but better qualified teachers, larger and more enthusiastic classes. It would enable better classification and gradation, and it would also be cheaper.

5. The great majority like it.



The only plausible objection I have heard is that young children ought not to be kept on the road so long as is often necessary.

CALHOUN.—No pupils have been transported at the expense of the district in any of the districts of this county. A few of the smaller schools have been discontinued and the pupils in those districts attend nearby schools and transport themselves without asking any transportation or transportation money from the school corporations. Nos. 4, 6, and 8, Sherman township, and No. 4, Lincoln township, have been discontinued. The plan seems to meet the approval of the people of those townships wherein it has been tried.

I think the plan of consolidation is favorably impressing the people in general. I believe it is the true way of solving the rural school problem. It seems the most plausible and most sensible way.

Some of the objections met here are that land will depreciate in those districts wherein there is no school; bad roads; long distance to travel; time on the road; also, a sort of prejudice against any change or modification of the old district plan. I believe that bad roads is one of the chief difficulties to overcome. I also believe that in some townships it would not be advisable to consolidate the whole township in one school, but into two, perhaps three.

Pupils may, in my opinion, be transferred with safety to themselves and profit to the district four miles, probably five.

Advantages of consolidation are numerous. In general—better schools, greater results, better teachers at better salaries, with really no greater expense.

CARROLL.—Sentiment in county does not favor the plan. It is the only hope of ever having efficient rural schools. Our school townships are none too large and the sub-districts may be successfully consolidated into one central school. The disadvantage is the difficulty of transportation.

CASS.—Nothing has been done but the people of the county look with favor upon the proposition to close small schools and transport pupils to others.

CEDAR.—Pupils have not been transported at public expense in any district.

Sub-district No. 2, Red Oak township, has been closed about a year and one-half and pupils sent to other schools, their tuition being paid from school fund. Fremont No. 4, Fremont township, will be closed for the remainder of the year and tuition of pupils will be paid in the Mechanicsville school.

The majority of patrons seem to favor maintaining the small schools.

I think that the plan of consolidation, if generally adopted, would double the efficiency of the schools. Teachers could do better work with two or three grades than with eight or nine. There is more enthusiasm in large classes than in small ones. Teachers would receive higher salaries and could afford better preparation. Not so many teachers would be required to fill the schools, hence the good teachers could be retained and the others dropped. The result would be better work. The main objection which patrons raise to consolidation is difficulty of transportation. I think that these objections will not be removed until the plan shall have been tried successfully in our own county.

So far as I know No. 2, Red Oak township, is satisfied.

7. Six miles. Many children walk from one and one-half to two miles. I think they could more easily ride six miles in a suitable conveyance."

**CERRO GORDO.**—Three districts have transported pupils but none have been consolidated. The plan is growing in favor. In Lake township one team has been employed for several years but has grown in disfavor by the patrons, therefore, last spring they voted to build another schoolhouse. I think the board had some difficulty in securing some one to haul the pupils.

**Advantages:**

- a.* Better teachers will be secured.
- b.* Larger salaries will be paid them.
- c.* More efficient work done.
- d.* Attendance more regular.
- e.* Increased punctuality.
- f.* Better associations for pupils (more pupils of their own age and class).
- g.* Closer supervision by the county superintendent.

**Disadvantages:**

- a.* Long distance for some of the pupils to ride.
- b.* Bad condition of the roads a part of the year.
- 7. Five miles.

**CHEROKEE.**—One district has closed its school and transported the children to another school. Sentiment is in an unsettled condition. The system has been so little tried in this county that people know very little about it and are divided in their opinions.

**Advantages:**

- a.* Pupils in the country have the benefits of a graded school.
- b.* Teachers may make special preparation for grades in which they are to teach.
- c.* Interest and enthusiasm come from numbers.
- d.* More personal work from teacher and longer recitation periods.
- e.* Several teachers working together accomplish better results—exchange ideas.
- f.* Schools are better supervised, better supplied with apparatus, books and maps, and have better buildings.

**Disadvantages:**

- a.* The chief disadvantages come from poor roads and the difficulty of securing proper conveyances and proper persons to transport pupils.
- b.* Parents dislike to send children a great distance from home.
- 7. About four or five miles.

**CHICKASAW.**—Sentiment at present is not favorable. **Advantages:** Better classification. **Objection:** Increased cost. Show them their mistake.

**CLARKE.**—Sentiment is favorable to the plan. The advantages are better grading, better schools, better schoolhouses, and the attendance and punctuality will be improved. The only disadvantage is the difficulty of transportation.

- 7. Not more than six miles.

**CLAY.**—Some townships are quite favorable to the plan and some are very much opposed.

**Advantages:** We could certainly have better schools and better teachers.

and I should think the expense would be less per pupil after the plan was in operation.

The first expense, sending young children so far from home and lessening the value of farm property situated some distance from the schoolhouse are some of the objections.

Disadvantages: Too far to send children from home, bad roads, lack of confidence in bus drivers.

7. From three to four miles.

CLAYTON.—No experiments have been made, and sentiment is strongly opposed.

Advantages: Better teachers, more systematic work, better equipment, closer supervision by county superintendent, more enthusiasm, and other things too numerous to mention.

Disadvantages: It will take the older boys and girls out of school earlier than if they could attend school a mile or so from home. Transportation is inconvenient in this county, as about two-thirds of the people live off some distance from the road (public highway). Fathers, brothers, cousins, nephews, and great-grandfathers could not hire their relatives and so get a few paltry cents out of the district treasury and give in return no value. It seems to me that is the only reason why it should be fought by some people. Increased expense would follow transportation. This county is too rough to transport.

7. It depends upon the relief of the country—prairie counties, about five miles; in my county, not over two to two and a half miles.

CLINTON.—1. None. Pupils have been transferred but not transported.

2. Consolidation has not been tried.

3. There is a growing sentiment for the discontinuing of small schools, but it has not grown to such an extent as to become a general sentiment. I believe the *general* sentiment is adverse to it at the present time.

4. *a.* Advantages:

1. Better schools by reason of attendance being such as to insure enthusiasm and interest.

2. Most economic plan.

3. Insures better teaching.

4. A healthier educational sentiment is aroused.

*b.* Disadvantages:

1. Lack of means of transportation.

2. Bad roads affect attendance.

3. Where a large number of children are brought together, the moral life of a child cannot be closely guarded by a teacher.

5. They are favorable to it; that is, where pupils have been transferred to graded schools from small schools that have been discontinued, it has proven very satisfactory.

6. The greatest objections urged against consolidation are the depreciation of land values in remote parts of the districts, bad roads making transportation almost impossible at some seasons of the year, and the mingling of many children of all classes being against the highest moral development. For the first and last objections there seem to be no solutions, and for the second objection, good roads will remove it.

7. How far children may be transferred depends entirely upon local conditions and the age and the health of the children. In some places in this county transferring children six or seven miles would seem just as feasible as transferring them two or three miles in other parts. I would put the maximum distance at six miles.

CRAWFORD.—The system has been somewhat discussed and in localities is favored. The chief objections are rough roads and amount and length of time children must be gone from home.

7. Within a radius of two miles.

DALLAS.—Pupils in Union township have been transported to Dexter for about four years. The plan is a success and is approved by the people. The sentiment of the county is in favor of the system and it is in the interest of economy.

7. Three to four miles.

DAVIS. Sentiment is growing in favor of closing small schools.

DECATUR.—No transportation or consolidation but people look favorably upon the plan. No objections are heard and it has many advantages and few disadvantages.

7. Three to five miles.

DELAWARE.—System not tried and sentiment in county not developed. It would secure better supervision and better teachers. One of the objections made is that it would be necessary to build a house for the principal and the corps of teachers at the central school. If so, how will it lessen the expense?

7. Five to six miles.

DES MOINES.—Jackson township, a small township containing about twelve sections of land, has but two schools. Last winter it was decided to close one of the schools and transport the pupils to the other. They got into some trouble about whether the pupils should come out to the main road or whether the vehicle should go to each house. It was decided that the pupils should meet the wagon at the road, which made some of the patrons angry and they would not send their children to school. It will be tried again this year, I hope with better success. The sentiment in the county is about evenly divided. The system would secure better grading, allowing a teacher more time to each subject. It is less expensive, with a better grade of work. About the only objection is that some of the pupils must leave home early in the morning and arrive home late in the evening. Some say the small schools may in time become larger again and others think it would be more expensive. Bad roads is another objection.

7. About four miles.

DICKINSON.—Pupils in only one district, Lake Park, have been transported, and the sentiment is good in the county for the system. Thirteen schools will be closed this winter and the people are well satisfied. The plan insures better teachers, classification, grading, and better advantages in general. The objections are on account of bad roads and pupils being too long away from home.

Lloyd township voted \$3,500 for a center high school last March. The building is being built to be finished October 1, 1901. This plan closes nine sub-districts. A very few object to the plan. At first and in the voting, twenty-three voted against the plan, but most of them are now in harmony with the idea. The success of this township practically means every town-

ship in Dickinson county having the same plan save two townships. The lakes dividing those, it will never be practical with one building.

Milford township and Excelsior township voted the same plan, but we thought best to wait a year and see the outcome of Lloyd, and if Lloyd is a success, these two will build buildings next year.

Silver Lake has three schools beside Lake Park in their township, but only a few months each year do they have any school.

The only thing which stands in the way is bad roads. They have been worked but little. It's my opinion that inside of two years we will have five center high schools, and the pupils in five townships will be transported to these schools.

7. Six or seven miles.

DUBUQUE.—In the small districts teachers receive a small salary for six or seven months. Patrons claim that this is cheaper and more convenient than to have pupils transported. In many cases they can establish a graded school and have better teachers. Some of the disadvantages are that the pupils will not be able to meet the wagon at a fixed time in all kinds of weather. Where the roads are rough and hilly, as is the case in some of the river counties, pupils will be exposed to the weather too long. Many of the larger pupils are needed at home to do chores. By closing the schools within a reasonable distance some of them would be deprived of school conveniences. Some of the objections may be removed by improving the roads.

7. Not to exceed four miles.

EMMET.—Consolidation has been tried in some districts temporarily with good effect, but the general sentiment in the rural districts appears to be very strongly opposed to it. Though frequently schools have been closed in this county and pupils transported, it has been because a suitable teacher could not be obtained or on account of lack of schoolhouse or because the school was small, yet we can scarcely say that we have tried consolidation and it would not be well to insist on trying it in this county. Some of the boards have put themselves in a position to try it but none have been brave enough to meet the opposition to an effective trial. The advantages of consolidation are:

- a. Better classification.
- b. Class interest.
- c. Elimination of weak teachers.
- d. Closer supervision.
- e. Better attendance.

The disadvantages are:

- a. Pupils farther from home.
- b. School farther removed from people.
- c. Difficulty of getting proper transportation.
- d. Pupils having to be longer away from home in winter.
- e. Timidity of parents.

FAYETTE.—No experiments have been made but the idea is growing in favor. The system would do away with many incompetent teachers. There would be longer terms, better wages for teachers and better classification of pupils. The disadvantage is in getting pupils to the central school. It would be better to take in small territory and avoid the difficulties of transportation.

FLOYD.—In four districts the pupils have been transported and the parents think it a better plan. It is growing in favor among the people. Several schools have been forced to close because they could get no teacher. Where pupils need not leave home before eight, and the roads are good or not bad for any considerable time during the year, and a driver of sense can be procured, the plan will stay where tried. One township voted on the proposition last March, but it lost by a small majority. It will probably be brought to a vote in another township next spring. Rural people are slow to take up with new notions where any expense is attached.

7. About five miles.

FRANKLIN.—The experiment of transporting pupils to a central school has not been tried in this county. The matter of transportation of children and the consolidation of schools has been discussed in farmers' institutes and in teachers' meetings, and the general sentiment is in favor of the movement. It is particularly true that where the attendance is small and the per capita cost of maintenance large, a change in the present system would meet the approval of the patrons of our schools. Some of the advantages of the consolidation of districts would be:

- a. An increased attendance.
- b. The employment of better teachers.
- c. A decrease in the average cost of tuition.
- d. And the procuring of more and better apparatus.

A better system of grading could be adopted, a closer supervision made, and the schools of the county raised to a higher standard if fewer and better schools were established.

FREMONT.—Transportation has been provided in one sub-district and the people are in favor of the system. It provides better schools at less expense. The attendance is more regular and tardiness has decreased.

GREENE.—The outlook is favorable for the system in this county. One small school has been closed and the pupils attend adjoining schools, furnishing their own transportation. We have one township high school, but the pupils furnish their own conveyance. In many cases it would be an advantage. It would make the school more effective. The objections are: *First*, the impassable condition of the roads at times; *second*, the extra expense of building a schoolhouse that will accommodate the children—“What shall be done with the buildings we already have?” the people ask; *third*, the fact that from remote parts of the township it will be necessary for the children to be one and a half to two hours on the road, thus necessitating their starting about seven o'clock and not getting home until nearly six o'clock in the evening. This means that in winter they must leave before daylight and not return until after dark.

GRUNDY.—Pupils are being transported in two districts—from sub-district No. 6, in Felix township, and from the rural independent district No. 2, Pleasant Valley township. In Felix township the school is small, and the pupils living almost as near other adjoining schools and the parents having no objections, it was an easy matter to close the school. In the other school conditions were not so favorable. Here there were many patrons whose children were grown up and not attending school wanting to lessen their taxes conceived the idea that they could run the school cheaper, closed it



and transported the pupils to other schools. This was not entirely satisfactory. We had considerable trouble with some of the patrons. One family sold their farm and left the district on account of the school privileges. In my opinion, even though the school is small, it would be better to hold a school than to have the neighborhood torn to pieces to save a few paltry dollars.

So far as I have been able to learn, the sentiment in this county is in favor of closing small schools, providing it will lessen the taxes to the patrons and give the children transported better school privileges.

In my opinion there would be no advantage in the consolidation of districts and the transportation of pupils. The claim, I know, is being made that we would have better school buildings, better teachers, cheaper and better schools, better attendance, and no pupils absent or tardy. Those who are opposed to consolidation claim that in the end there will be nothing gained by radically changing our school system. A few of their reasons are as follows: It would remove the school from the home. Farm lands farthest away from the schools would depreciate in value. Small children would have to ride too far to get to school. Parents would be deprived of the help of their children when they live a great distance from the school. When roads are in bad condition it would be impossible to get to school if the home was five or six miles from the school, as in many cases it would be. I believe that our country schools with all of their short-comings, as told to us by many leaders in the higher education, are better schools for the training of pupils in the common branches than the much exploited graded schools of today. I believe that more harm has been done our country schools by being talked down by many people who received their first training in them and who have risen to occupy many of the first places in the land, than can be remedied in the next decade. The way to make schools better is to uphold them. Although the country teacher may as a rule not be equal to the one in the grades, yet the constant drill and review the pupil gets will in my opinion more than make up for the difference if any exists. In the grades it is too much of a machine grind. The pupils have not the benefits of the review so essential in the common branches. Forced along or held back, as the case may be, in a machine-like grip until he is turned out a graduate in many cases knowing nothing more than that he is such graduate. If the leaders in education would encourage the patrons of the country schools by telling them the facts that the schools are good but can be made better; that the school system that we now have is as good as any known system; that better schoolhouses and better wages would in most cases mean better teachers and that those conditions would mean better schools, in my opinion would go a long way toward making our schools better. I am a believer in our school system as it is. I believe that it would not be best for our boys or our girls for us to fight their battles for them. That the walk of a mile or more through a storm may be the means of showing a child that he can do something. The great danger of our schools, as I see it, is, that we are training our children not to work with their hands. Boys and girls all over the country are being sent out of school not able to do anything in the way of common labor so that the professions are becoming congested and it is next to impossible to get the necessary help on the farm notwithstanding the fact that better wages are being offered for help of this kind than for almost any

other. In order to have a graded school conditions must be favorable for that kind of school. Parents must live a reasonable distance from the school and follow an occupation so that their children may attend regularly throughout the year. In the country the conditions are not the same as in the town, therefore it would be impossible to conduct the same kind of a school. In the country it is often necessary for the parents to keep the older children out of school for a part of the year to assist in the work on the farm. When they return they are behind their grade and either a special grade will have to be provided for them or may be they will be ashamed to fall behind and will drop out of school altogether, the very thing we are trying to avoid. In conclusion let me say, in my opinion, that if instead of telling the people that their schools are not good; that they need another system; that they ought to have something different than they now have, would tell them that our schools, so far as results are concerned, are the best in the world, that Iowa has the lowest per cent. of illiteracy of any state in the United States, that men who received their preliminary training in the country schools of Iowa are holding many of the best positions, politically or otherwise, in the world today, that we do not pay enough wages, that a teacher, if they expect an expert, ought to receive wages enough to live and lay up a little for a rainy day, that a teacher of the right kind ought to have at least fifty dollars per month, that we ought to offer some kind of an incentive to teachers to become experts in the common branches. I believe that along this line, rather than along the line of consolidation and transportation, we will find the true solution of the country school problem.

GUTHRIE.—The plan has not been tried. Sentiment is against it. I think four sub-districts might be consolidated. It would furnish a graded school. The disadvantage is the distance to be traveled, and people in this county think the expense would be increased. That is their great objection.

HAMILTON.—Transportation has been furnished in one district. The sentiment seems to be against the plan, though it would furnish better kept schools. The usual objections are bad roads, too great distance to be traveled, but in my opinion many hate to see the little old schoolhouse removed from their immediate vicinity. This is the real reason.

#### 7. Eight miles.

HANCOCK.—Consolidation has been tried in the school townships of Garfield and Twin Lakes with satisfactory results. In two other districts it was decided to give up schools, but transportation could not be secured, and the schools were taught as usual. The sentiment seems to be decidedly in favor of closing smaller schools, but directors are afraid to do so for fear of offending school patrons.

#### Advantages of consolidation:

- a. Secures better classification of pupils.
- b. Insures better teachers.
- c. Better interest in school work on the part of teacher and pupil.
- d. Better buildings and apparatus.
- e. It is economical.

The disadvantages are imaginary rather than real, provided, however, that the distance is not too great and pupils have comfortable conveyance and careful guardians.

Some objections are:



- a.* Bad roads.
- b.* Difficulty of securing responsible drivers.
- c.* Parents want the service of children after school hours.
- 7. Four miles.

**HARDIN.**—Transportation has been tried in six districts but there has been no consolidation of districts. Sentiment in favor of consolidation is growing and the people are ready for a little more radical legislation. In the six districts in this county where pupils have been transported to other schools the sentiment is unanimous for the system. The parents and children are strongly in favor of it. Five of the six schools were transported to graded schools and the results were so satisfactory that the one-room country schoolhouses in these districts have been permanently abandoned and permanent arrangements for tuition in the graded schools and transportation thereto have been made.

The advantages are better teachers, better schoolrooms, more apparatus, longer terms and better attendance. About the only objection is the probable increase in school expenses. The only way to remove this objection is by actually trying transportation.

- 7. About six miles.
- 7. About six miles.

**HENRY.**—Nothing done and sentiment in the county is wavering. The advantages are economy and better system. The objections are that too much time must be spent on the road, and by some that "Too many teachers will be thrown out."

**HOWARD.**—One township transported about a dozen children last winter, instead of paying tuition to another district, and it produced a good effect. The patrons are mostly in favor of the system. The sentiment in the county is conservative. The objections are that children are exposed in the cold too long and the older ones are absent at chore time. Better roads will remove many objections.

- 7. Not more than five miles.

**HUMBOLDT.**—During the past year transportation has been paid for out of the public funds in only one school district. The pupils from another have had their tuition paid by the school district in which they reside, but the district did not pay for their transportation. I think that consolidation will lessen the number of teachers, hence as a whole we can have better teachers. The objections are: part of the time the roads are very muddy; care of children on the road, and distance from home for small children. But back of this there is a spirit of conservatism, and in some instances prejudice against any general change in our system of public schools. I think that the membership of the school board should be smaller; that the directors should be elected from the school township at large, and that they should receive adequate compensation for their services, the same as other township and county officers do.

**IDA.**—Two districts in Ida Grove have been consolidated and the pupils transported with good results. Patrons are in favor of the system. The sentiment in the county is good.

- 7. Three to four miles.

**IOWA.**—The sentiment for and against the system, which has not been

tried in this county, is about evenly divided. The only disadvantage is in the difficulty of transportation.

7. Five miles.

JACKSON.—No recent experiments have been made. A good feeling exists which in time will culminate in consolidation. The advantages are economy higher average attendance and the rescue of several groups of children who seldom attend school. The only experiment was some years ago and was very successful. In some sections of rough country objections cannot be removed. Here transportation should not be more than three or four miles.

JASPER.—The sentiment is growing in favor of the plan. The question will come up in some townships next spring. So far transportation has been furnished only in a very few isolated cases where a pupil was too far from his own school. The advantages are graded work, larger classes and fewer of them in each school, better teachers, better wages, probably less expense, probably more regular attendance. The main objection urged is the bad condition of the roads at some seasons.

7. Three or four miles.

JEFFERSON.—So far as I can learn the majority of the people in this county look upon consolidation of schools and transportation of children as something impractical and a condition that exists only in theory. However, a few persons in several townships are warm advocates of consolidation and are agitating the subject with results that may tell in the future.

Advantages of consolidation: A larger school brings the teachers under the direct supervision of a superior teacher; the teachers come in contact with each other and discuss plans; methods, etc., arouse enthusiasm and each stimulates the efforts of the others. The school can be better classified with fewer classes in each room. The classes being fewer and classification better, enables the teacher to care for more pupils, to concentrate her forces and make better preparation for her work. More individual work can be done. After the first expense better returns may be had for the amount of money expended, better education secured to the country children without sending them away from home.

The principal objections are: Extra expense in building a new schoolhouse; increase in the value of land near the schoolhouse—land will decrease in value as the distance from the school increases; the school being larger; better clothes will be required for the children; distance; bad roads; children being away from home so long. Many claim that the expense of running the school and transportation will be greater than the expense under the present conditions. These objections may be met by showing the conditions where an actual test has been made; by an extensive distribution of literature on the subject; by private and public talks, showing the advantages of the system; by agitating the subject whenever an opportunity affords itself. Some legislation is needed on this subject.

7. With fair roads, about six miles.

JOHNSON —Johnson county seems to favor the township high school as preferable to consolidated schools. Township high schools are located in Jefferson, Sharon, and Penn townships. This spring Hardin, East Lucas, West Lucas, Lincoln, and Scott townships voted on the question of consolidation. In each township consolidation was beaten three to one.

JONES.—In several townships there is no little agitation, bringing forth a

great diversity of opinion. The sentiment in favor of a change is gaining ground. Township centralization is thought to be impractical, but almost all are in favor of some form of consolidation. Personally I am in favor of just as much consolidation as expedient, and if present plans prevail, expect to urge some changes during the next year.

**KEOKUK.**—Sentiment is growing in favor of consolidation. In this county, situated as the schools are, the advantages would be numerous. Better schools, longer terms, and more effective work would be secured. The question of distance, the cost and the effect on values of real estate are some of the objections heard.

7. Not to exceed three or four miles.

**KOSSUTH.**—I know of but one district where any pupils have been transported to school and these were not taken outside the district. The almost impassable roads of last spring have materially decreased the number favoring consolidation.

Teachers are becoming more difficult to obtain and some schools had to be closed last spring, since no teachers could be secured. School boards made no effort to carry these children to other districts. People are very jealous regarding their schoolhouses, although they apparently have little interest in the school. Several new schoolhouses have been built this year and we are apparently farther from rural consolidation than ever.

The advantages to be secured are larger schools, better teachers, and more interest. Where the system has been tried people are satisfied. The objections are bad roads and distance required to travel. Better roads would remove some of these objections.

7. Five miles.

**LEE** —In Denmark school township pupils have been transported with great success. Charles W. Flint, secretary of the Denmark school board, reports as follows:

“The patrons whose children have been carried are enthusiastic, the majority of them saying they would bring the scholars themselves rather than have them go back to the old schoolhouse.

“No objections in our territory except the cold weather and bad roads in winter. No remedy except better roads and better service for transportation.

“Pupils in ordinary townships could be carried to a common center from all over the township with absolute safety and a profit to the district. I should favor, however, a plan of the scholars walking part way, say as far as they would ordinarily walk in going to school in their own district, thus not making it necessary for the driver to go to each house.”

Many directors favor the closing of small schools and transporting the pupils to a central school. The greatest opposition comes from certain taxpayers who fear that such a change will cause unnecessary expense in the erection of new and proper school buildings; that pupils may not be properly cared for by those transporting them; that consolidation is only an experiment, and that the old buildings would be almost a total loss, and that the condition of the roads will frequently prevent transportation of pupils.

In my opinion the advantages to be gained by consolidation of school districts are:

1. Better grading of pupils.
2. The adoption of a uniform set of text-books can be more easily secured in each county.
3. The state course of study would be general and more effective, consequently there would be better scholarship on the part of pupils throughout the county.
4. Pupils would be more regular in attendance and there would be fewer cases of tardiness.
5. Better roads.
6. Better teachers.
7. Better supervision on the part of the county superintendent.

There are no disadvantages in this plan, provided capable teachers are secured and careful drivers are hired.

LINN.—Sentiment in the county is growing in favor of closing small schools and conveying the pupils to better schools, but the system has not been tried here.

LOUISA.—No transportation in this county at the expense of the district. Some parts of the county are very much in favor of consolidation but a majority is probably against it. It seems to me that consolidation in certain localities would bring the pupils to school more regularly, put a premium on fitness for teaching, decrease the expense in many cases and give the pupils the advantage of graded work without the loss of the personality of the pupil.

7. From two and a half to three miles.

LUCAS.—The prevailing sentiment is against the system and is growing more favorable to it. The advantages are cheaper and better schools and the disadvantage is the difficulty of transportation. It is difficult to find any one to take the contract of conveying pupils to school. No one is prepared to do it and it does not pay any one to prepare for it. One board offered to transport some pupils to another district but could find no one to undertake the work as the amount voted by the board was \$20 a month. School officers are considering the question and a trial will be made in time.

7. Two and a half or three miles.

LYON.—A few small schools have been closed for a part of the year, but the pupils have transported themselves. The sentiment is favorable to the plan. The advantages are:

- a. An increase in numbers, causing greater interest and competition.
- b. Saving in general expense.
- c. It gives opportunity to remunerate the teachers above what they already have.
- d. Schools will be better equipped and interest centralized.
- e. Pupils will remain longer in school.

Disadvantages:

- a. Transportation.
- b. Bad roads.
- c. Distance to travel in cold weather.
- d. Drivers would be as expensive as teachers.
- e. Affects the value of real estate.
7. Three or four miles.

MADISON.—The sentiment seems to be against transporting, although

some favor it. People do not consider number in each district. There seems to be a feeling that "the other school" is the one to close. The principal objection is transportation, not the expense of transportation, but the fact that some children would have too far to go and have to be too long on the road, being compelled to start from home early and arrive home late. Some people think it is taking the school, a public institution, too far from the people. The advantages are in some cases only. It would not be an advantage to consolidate two or three schools to make one over-crowded. It is a question whether a graded school is an advantage. If two or three schools could be united and form a school of about twenty-five to thirty-five it would be better than a school of six or ten.

7. Five miles, about one hour's ride.

MAHASKA.—The question is being discussed in some localities and in some places they are much interested and would like to try the plan, but are afraid to begin, fearing they might be dissatisfied and could not change back. The objections are:

- a. Children too long away from home.
- b. Obligated to start too early and stay too late.
- c. In spring, roads too bad.
- d. Drivers not trustworthy.

7. Four or five miles.

MARION.—Sentiment is growing in favor of consolidation in parts of this county. The problem of transportation must be satisfactorily solved by more direct and better roads before centralization of schools can be effected.

7. Three or four miles.

MARSHALL.—Pupils were transported two miles in one district in Taylor township with good effect and fair satisfaction. The plan was abandoned on account of the building of a new schoolhouse. People are generally favorable to the plan but want to see it tried by others. The objections made are the fatigue and exposure and personal inconvenience involved. Experience will solve these difficulties. In my opinion, consolidation offers the only solution of the rural school problem. It is the only way to secure efficient teachers and it awakens a school spirit in the larger school, better taught.

7. Five miles.

MILLS.—In four districts pupils have been transported with satisfactory results. No objections are heard except bad roads. We have this year transported thirty pupils in St. Mary township and about twenty in Platteville township, about twelve in Oak township, and eighteen in Center township. In the first two the patrons are not satisfied, as the gumbo roads in the spring are almost impassable and delays occur. While in both cases I have advised consolidation, a majority seem to want new school buildings. The bad roads seem the only objection, and I think it a real one in the springtime. In the other two districts the patrons are well satisfied. I believe that consolidation is being seriously thought of in a number of districts and I look for some decisive action next spring. The majority of people where small districts exist seem to be in favor of both transportation and consolidation. The old objection is advanced by a few that land will depreciate in value if the small schools are wiped out, but I am glad to say that these individuals are few. The only way to bring about consolidation

is through agitation in the small districts. This I have done and expect to continue.

7. Not over four miles.

**MITCHELL.**—In some parts of the county there is a growing sentiment in favor of closing the small schools and transporting the children. The advantages are: the grading helps; there is more life; better teachers; children can profitably be kept at home longer. On the contrary, a good district school near the home is of great value. The record of the past speaks strongly for the district school. The transportation problem is a vexing one. Bad roads, long drives, and severe weather are hard on small children. Farmers want the work of the boys and girls.

Transportation has been furnished to some extent in Liberty township, where the people are much inclined to center three of the districts in one. Sixteen children were transported in that township the past spring. One school was closed. Where the older children drive to Little Cedar for the high school it seems desirable to send the small ones with them by the same conveyance. Burr Oak township is talking strongly for a high school.

**MONONA.**—One school has been closed and transportation furnished in three districts. The plan was satisfactory to some of the patrons and not so to others. The objections have been mostly in regard to time going to and from school and that the driver has not performed his full duty. This can be partially removed by boards making careful contracts with drivers. The advantages are better attendance, more interest, and better teachers. The only disadvantages are in transportation where roads are poor and distance too great. Many are in favor of the plan and it is gaining in this county.

7. Three or four miles.

**MONROE.**—The plan has not been tried, has been little discussed and the sentiment is divided.

**MONTGOMERY.**—One school was closed during the spring term and the pupils attended in an adjoining district. The effect was the saving of the teacher's salary and probably a little better work done by the pupils on account of larger classes. The majority of the people are opposed, but a large minority are in favor of the plan.

**MUSCATINE.**—People seem to be against the plan. The real objection is a sentimental love for "our little red schoolhouse," and the people are opposed to its removal from the neighborhood. I am heartily in favor of the system of consolidation and transportation.

7. Three and a half or four miles.

**O'BRIEN.**—Pupils have been transported from one of the rural schools in the independent district of Paullina to the high school building during the year 1900 and 1901. At Paullina it is very satisfactory. They are talking of closing the other rural school but no action has yet been taken. It is much cheaper and no pupil has to travel more than three miles. They have a covered hack and a driver. There was considerable opposition to the closing of this school but it is satisfactory now. The objection made here is principally that parents seem to be afraid to have their children go any distance from home. At our parents' meeting some claimed that it made their land more valuable to have schools near. The only disadvantage I can see is in the transportation. The larger schools can have more pupils in a class, which means more interesting recitations, more incentive for pupils to study and



the schools will be better graded. The sentiment in the county at large seems to be against closing small schools. Primghar independent district has decided to close the rural school and transport children to the high school during the school year of 1901 and 1902. The board of directors of Caledonia township voted last fall to close three schools where the attendance was small and allow parents 10 cents per pupil per day for transportation. This plan was not satisfactory.

7. For younger pupils, not over four miles.

OSCEOLA.—The general sentiment is divided. Where schools are very small and pupils can and will be accommodated in adjoining districts, the idea of consolidation of districts and transportation of pupils is commendable. The principal objection centers around the question of transportation. The closing of all schools in any township in this county and the establishment of one central school therein would not meet with general approval. When satisfactory to the people concerned and when children will not suffer thereby, the closing of very small schools is advisable. During the past year three schools were closed because of the small number of pupils to be accommodated. This was unusually satisfactory and no transportation fees were paid or asked. Were these children so situated that it would be necessary to drive to the adjoining school, convenient conveyances would no doubt have been provided at the expense of the district in which school was closed.

7. Three or four miles should be the limit and then only under favorable conditions.

PAGE—1. In six, for one year at a time. Other schools have transported for a shorter period.

2. It has not been tried in a single corporation as a whole.

3. As a rule the sentiment is pronounced against closing the small schools.

4. The consolidation of districts in my opinion would solve the country school problem in a great measure, if it were practical. That system would give the country schools all the advantages now held by the town schools and none of their disadvantages. But I fear that in thickly settled townships it will not be practical to consolidate and centralize on the township plan, especially as long as our roads are not in better condition. And I am not sure that it would prove to be practical even if the road question were solved. It would take too many conveyances to convey all the pupils to and from school and hence the cost of transporting pupils would more than consume the savings from the employment of a less number of teachers. The people would have to be taxed more in order to meet that extra expense and in order that teachers thus employed might be paid a better salary. Then again I do not believe the township plan would be practical for the reason that even better means of conveyance, would not be speedy enough to get the pupils to and from school without consuming too much time on the way in transporting those living in remote parts of the district. Hence mothers will object to their little children spending so much time on the road. Fathers too will not want the older boys to spend so much chore time on the road going to school and returning home. In theory the plan is all right, but I fear it will not be practical.

5. Some like it while a greater number condemn it.

6. Takes too long for the children to go and return. Others do not like the idea of having the old district schoolhouse removed.

7. I believe about three schoolhouses, to every township six miles square, properly located would be much better than the township plan; especially in thickly settled townships.

8. In the cases referred to in answering the first question pupils have been paid to convey themselves and others to the next nearest school at a great saving to their districts and at the same time have had better advantages than they could have had in their own districts where so few would have attended had schools been conducted therein.

PALO ALTO.—Pupils have been transported in two districts where the children were an unreasonable distance from school. In these cases it was satisfactory as it was a great saving of expense. The sentiment of our people is so strongly against the consolidation plan that it would be unwise to attempt it. I believe in at least a hope of success before trying any such change. I believe, however, that the sentiment is growing. The roads in our county is the chief objection. Under present conditions I could not recommend the plan in this county, though I am convinced that it will make far better schools.

PLYMOUTH.—1. I can report no case in which children have been transported to school regularly in this county. In several instances this has been done temporarily, but has not been adopted as a fixed policy in any case.

2. No consolidation thus far in this county.

3. There is a strong and growing sentiment favorable to consolidation and transportation in this county. I have good reasons to believe that the plan will be put into operation in some districts during the coming year. In one township in which the matter was submitted to the electors the proposition was defeated by a very small margin out of a large total vote. In other instances the matter was deferred until it could be more thoroughly agitated and studied.

4. It would be an advantage to the county superintendent in the matter of supervision. It would be an advantage to the teacher in having pupils to be punctual and regular in attendance. It would be an advantage to parents in relieving them of the care incident to taking children to and from school during stormy weather or in some cases taking small children to school at all times especially when they reside at a distance from school. It would be an advantage to the pupils by enabling the teacher to do regular grade work and thus giving to the child as much work in one school year as is usually given in a country school in two or three years. It would be an advantage to the school officers and taxpayers in that they would get so much better service, and eventually the cost of schools would be lessened.

6. The objections advanced are: *First*, the distance a team must travel in gathering the children would be so great that those children who live farthest from school must be on the road an unreasonable length of time; *second*, many teachers would be thrown out of employment.

7. Under ordinary conditions children might be transported six or eight miles and not suffer any inconvenience.

POCAHONTAS.—Although no trial of the system has been made in this county, the sentiment grows more favorable. Everything is in favor of



consolidation and transportation except the bad roads. Better roads would make the plan more feasible.

7. From two to four miles.

**POLK.**—Advantages of consolidation of districts and transportation of pupils are better teachers, extension of class time and many other things. It has not been tried in this county.

**POTTAWATTAMIE.**—Transportation has been furnished in eight different places in this county. The consolidation proposition carried in only one township. It was defeated in three townships. There is a growing sentiment in favor of it. The sentiment in general is favorable to the closing of weak schools and transporting children. Where the system has been tried the patrons are delighted with it, because it is cheaper and more satisfactory. The most convincing illustration of the transportation system in this county is in the independent district of Council Bluffs. Woodbury school, in a suburb a little over two miles out, has been running for fifteen or twenty years. The board was compelled to provide a teacher and janitor and a school building. The special teachers and the superintendent were compelled to spend considerable time going to and from the school. Last year the board decided to close it. The teacher was given a place in the city where a new teacher was needed. The expense of the janitor and of heating the room were dispensed with, and the net saving above the cost of transportation was \$50 a month. The patrons can see and estimate the merits of the system here. The plan is working well and there is no thought of opening Woodbury school.

The advantages of consolidation include all the advantages of a graded school over an ungraded school. The greatest difficulty is in transportation, and this is more imaginary than real. There are no well founded objections. Some antediluvians have daughters who have prepared themselves to "keep school," and their chances to get schools will be lessened by consolidation. They think the plan is visionary. They would be using tallow candles for illuminating purposes.

7. Five miles where the roads are good. In some places not more than two.

**POWESHIEK.**—Sentiment in the county is generally opposed to the plan. The disadvantages are bad roads and carrying of a number of children in one closed conveyance. The advantages are better teachers and better equipment; the companionship and stimulus due to numbers. One subdistrict joined an independent district. There has been a lack of sympathy because of financial interest, so there has not been a satisfactory trial of consolidation.

**RINGGOLD.**—Sentiment is adverse to the plan, and nothing has been done.

**SAC.**—Consolidation of schools has not been given a test in this county, although it is being agitated in several townships. During the past year several small schools were closed temporarily, and pupils sent to adjoining districts, but in only one case were the children transported. Last November the patrons in subdistrict No. 7, Richland township, made application to have the school in that district closed and children transported to Odebolt. The board granted the request, and allowed the district \$30 per month with which to transport and pay tuition for the nine pupils in that district. The distance traversed is less than three miles. The plan is very satisfactory, and is causing an

unrest in other districts, which will result in closing all schools adjunct to towns.

Our people are divided upon the question of centralization of schools, many maintaining that centralization means higher taxes, too long hours for the children, and great exposure during the winter months; all agree that the township system will permit better grading of the schools and classification of pupils, and closer supervision of the work. The writer is familiar with, and favors the township system for many reasons which this brief report will not permit him to discuss; however he believes the transportation problem a difficult one to solve in this climate. The distance pupils may be transported in safety depends upon local conditions. Transportation that harmonizes with good roads, green fields laden with the choicest wild flowers of spring, must harmonize with mud, deep snow, blizzards, and a thermometer registering 20° below zero.

When the transportation problem is properly and economically solved, I believe there will be no obvious reason why the township system will not afford the children better classification, better instruction, better discipline and training, better attendance, better supervision, and greater enthusiasm—all this in a modern school building properly heated and ventilated, supplied with charts, maps, apparatus, and a good library.

SCOTT.—One school closed for two years in Allen's Grove township. The school was opened this spring and the average attendance was six. The school board is considering the question of closing it again and transporting the children this time. The sentiment seems to be against it, as the people regard transportation as impracticable. Blue Grass township has closed No. 6 school for next year, and has made arrangements to pay the parents for transporting children to another school.

Advantages:

- a. Much better work in school.
- b. More life, energy and enthusiasm on part of both teacher and pupils.

The disadvantages are bad roads and length of haul.

SHELBY.—People are divided in their opinions on closing small schools and transporting the pupils, and no experiment has been made.

SIoux.—Pupils have been transported in two districts, and the parents like it. The plan furnishes better teachers, more regular school sessions, and allows pupils to be at home with their parents, brothers, and sisters longer than they otherwise could. People will be moved more and more in this county to try consolidation. Rich farm lands, prosperity, and a young, inexperienced teaching force will hasten the elimination of small, weak districts. Men of easy means are complaining of the meager school advantages, and since consolidation means a step toward graded schools, then these men who can and who are willing to pay for better school advantages will become real soldiers in the march of educational progress. Our people are conservative, very much so, not easily moved, but when once they do begin to move, no obstacle will hinder or retard the final consummation, so devoutly to be wished. I regard the teacher problem the greatest working factor towards the dawn of that new day. Young, inexperienced teachers are not satisfactory where the people are anxious for educational growth and much of it.

7. In most parts of Sioux county, five, six, or seven miles.

**STORY.**—Transportation has not been furnished in this county but consolidation is being agitated in Washington township. The sentiment in the county is good.

Advantages:

- a.* Better grading.
- b.* More time for classes.
- c.* Better environment.
- d.* Keep the boys on the farm but give them first-class schooling.
- e.* Cuts down the demand for teachers and enables the authorities to offer a more efficient supply.
- f.* More economical in many instances.

Disadvantages:

- a.* Distance in transportation.
- b.* Fear to trust the little ones in anybody's care so long.
- c.* A prejudice among many parents to change of any kind.
- d.* A failure to appreciate or comprehend the benefits of the system.

The principal objection is found in the problem of transportation. Information showing the practicability of the plan where tried should be furnished. Meetings addressed by those who know by experience that the plan can be well carried out would convert many to a belief in transportation. In fact, if we can convince the patrons that it is possible to transport children to advantage the rest is easy.

7. Six to seven miles.

**TAMA.**—The general sentiment is perhaps against closing smaller schools and transporting pupils to others, but there are a few who favor trying it, and it is no doubt growing in favor. The advantages are: Better grading, better teachers, more thorough work. The disadvantages in our county are bad roads, especially in spring. Part of the county is very hilly.

7. Pupils may be carried from three to six miles, owing to the lay of the country and general condition of the roads.

**TAYLOR.**—Sentiment is generally in favor of closing small schools and transporting pupils to others. It will make better schools and increase attendance. In many townships it will increase the expense. The additional cost is the only objection.

**UNION.**—Sentiment in the county is favorable to the plan. The advantages are that we would have better schools. The disadvantages are bad roads and the danger of contagion, should a contagious disease break out in a township. It would affect all the pupils. Parents say that they want their children's time both morning and evening. Mothers do not like to trust their small children to the care of the hack-man.

7. Two schools in a township, four and one-half miles.

**VAN BUREN.**—In one district where the school was closed parents provided their own transportation to another school with satisfactory results. The patrons like it. This year three schools will be closed and pupils sent to Keosauqua. The sentiment in the county is divided. The principal objection is the bad condition of the roads a part of the year.

7. Five miles.

**WAPELLO.**—The question has been pretty well discussed. It is looked upon with favor if the public highways will permit of such transportation.

People to some extent feel that the consolidation of schools removes the principle of democracy one step from them. People seem to think the cost would be more. But by some definite plan these objections would be decreased to a minimum if not entirely eliminated. I find people are willing to pay the maximum cost of education if they are sure they get results in proportion.

I regard the consolidation of schools and transportation as a step in the right direction. If the public roads were passable at all times, there would be little consistent opposition to change of system. I believe in a slow action in this direction—combine two districts where the cost is excessive—make contracts with parents or some one else to transport children. The consolidation system would result in better schools, more thorough work, better and more efficient teachers; would place teaching on the plane of a profession. It would, in my opinion, dispose of the present county office of county superintendent, as it exists. That officer could give more time to supervision and his work would result in much more good.

Dahlgren independent has abandoned its school, but maintains its organization. The children are sent to the schools of Eldon. The results are satisfactory, educationally, financially, and in every way.

7. The distance would depend upon the nature of the country. Any distance not to exceed four miles would be safe, as I look at the matter.

WARREN.—So far as I have been able to ascertain the general sentiment in Warren county has been, and is at present, opposed to the closing of small schools and the transportation of pupils.

Some of the advantages of the consolidation of districts and the transportation of pupils are:

1. A more systematic supervision and a better classification.
2. An opportunity for country pupils to do high school work and work in special lines which is not afforded in the rural school.
3. After the expense incident to the change from the rural to the consolidated district has been provided for, the system of consolidation will be more economical than our present system.
4. It would lead to the employment of better teachers at more remunerative wages.

Some of the objections to the consolidation of districts and the transportation of pupils which have been urged by persons living in rural districts are:

1. Small children cannot be safely transported.
2. It will strike a blow at our common school.
3. It will cause all property located farthest from the school to depreciate in value.
4. It will be demoralizing to the morals of our children to have so many congregate in one place. They cannot be properly disciplined.

Many other objections are offered, some of which are purely imaginary. I believe that these objections may be overcome by education. Intelligent agitation of the question will finally overcome the objections sufficiently until the people may be willing to give the system a fair trial. I have held several meetings in the interest of consolidation but find that in almost every district a large majority is opposed to consolidation and transportation. One school in Lincoln district, Otter township, has been closed for a part of the time.

this year, arrangements having been made for the seven pupils who would have attended to attend in adjoining districts without transportation.

7. The distance which pupils may be safely transported will depend entirely on local conditions. If the roads are reasonably level and well graded, pupils may be transferred four or five miles as easily as they could be taken three to three and one-half miles over roads which are extremely hilly.

WASHINGTON.—Sentiment in this county is rather favorable but not enough to warrant a trial unless circumstances would compel it. The system would result in better schools. The chief disadvantage is the distance to be traveled by the small children.

7. An hour's ride, or five or six miles.

WAYNE.—The majority of the people are against it, but the question of consolidation is being discussed, and the sentiment is growing in favor of it. The main advantage will be better teachers. Other advantages will be larger classes, more enthusiasm, better equipment in the way of apparatus and libraries. The principal disadvantage will be bad roads at certain seasons of the year. The principal objection is the transportation of children from remote parts of the township. The pupils of one subdistrict were transported this spring to an adjoining subdistrict. The result is not known.

WEBSTER.—In several instances schools in subdistricts have been temporarily abandoned when attendance was light and pupils could reach another school without traveling much farther than to their own. These schools have been resumed when attendance seemed to justify it.

There is a growing sentiment in favor of better schools, and many are beginning to see that consolidation affords the only way for greater improvement. I think the majority are adverse at present. It is easier to stay in a rut than to get out of it. It means better schools. This covers the whole of it. Fewer schools, better selection of teachers, better wages, larger schools, better classification, better interest.

Disadvantages seem mostly to be outgrowths of the transportation question—distance to be transported, poor roads, difficulty of securing suitable rigs.

Personally I am very much in favor of consolidation. I believe it will be of great benefit to our rural schools, which are not doing twentieth century work. I have done a great deal of talking on this subject, but without apparent success thus far. I think the scarcity of teachers with which we are now threatened will do more than argument to further the plan.

7. With such roads as we have here, I think four or five miles would be as far as pupils can be transported. I think that by retaining the schools at the four corners of the usual township and having a graded school at the center, the distance would not be too great to transport within the central district. As conditions improved, the outlying schools might be abandoned.

WINNEBAGO.—In the independent township of Buffalo, the schools in six rural districts have been closed and the pupils transported to Buffalo Center.

In the Forest City independent district, one school has been closed and the pupils transported to Forest City.

Last year, Grant township closed one small school and transferred the pupils to adjoining districts. The reason given for so doing were that it

would be economy and that the work in a larger school is usually carried on with more energy and enthusiasm.

In the Forest City independent district, the plan of conveying pupils meets with unanimous approval, and in Buffalo township it is gradually becoming more popular. The sentiment in favor of consolidation and the central school plan is growing stronger, and the people in several other localities of the county are considering the establishment of graded schools. The patrons are realizing that the average rural school with a light or irregular attendance does not afford the skilled instruction nor the social culture that the pupils of the graded school enjoy. Even those opposed to the plan concede the superiority of the graded school. It is admitted that the teachers are as a rule more capable, the equipment better, the teaching more systematic, and the general environment more conducive to effective work and a healthy growth, mentally and socially.

It has been held forth that the classification of the average graded school is so close that pupils from the country who attend during the winter months only do not find classes suited to their needs; in other words, they are handicapped by the rigidity of the classification and soon become discouraged and leave school. This may be true where the large majority of the pupils enrolled come from a town in which the school may be located. In such cases, the proportion of country pupils that attend during part of the year only is small compared with the entire enrollment and special classes for these cannot be furnished. A central school enrolling only pupils from rural districts and small villages will meet with more general approval. Some patrons are reluctant about sending their children to a school located in a town.

The distance traveled ought not exceed five and one half miles and in no instance, more than six miles. By this is not meant the distance from a child's home to the schoolhouse but the actual distance traveled by the hack on its winding route to or from the school. To drive six miles or more, every morning and evening, in all kinds of weather for nine consecutive months is more than most full grown people would undertake.

A district composed of about twenty sections of land is a district more desirable in size than one consisting of an entire township. It lessens the distance to be traveled, proportionately fewer pupils need conveyance, and in case of large increase in the school population, the cost of transportation can be kept within a reasonable sum. In sparsely populated communities, consolidation is economy; in districts having a large number of pupils to convey, it may mean increased taxation.

Five years ago, one rural school was closed in Buffalo township and the pupils conveyed to the Buffalo Center graded school. Soon other schools followed and to-day pupils are conveyed from six different districts. In the main, the plan gives satisfaction. The attendance from the rural districts has been more regular and more punctual than under the old system. Fewer coughs and colds occur among the pupils thus conveyed than among the pupils from the town or immediate neighborhood that are required to walk to school. The average cost of tuition per pupil has been lessened.

There are, in this country, vast numbers of young people of limited means who are hankering for an opportunity to attend higher schools. The hopes of the large majority of these will never be realized. A few will drive



long distances, or sojourn among strangers in a neighboring town, paying or working for their board, and expending considerable money for tuition in order to have the opportunity of attending a higher school for several terms. Many of these soon discourage, a few persevere and complete a high school course. Contrast this state of affairs with the conditions as found in Buffalo township. During the past three years, a number of young men and women, residing several miles from Buffalo Center have graduated from this school. These young people have been allowed to stay in the dear old home and at the same time have enjoyed the privilege of attending a high school. To-day, they are holding responsible positions. Regarding the success of the Central school system, its advantages over the old plan, the benefits that the farming communities may derive therefrom, and its real value to the American public, this band of young men and women will testify by *word* and *deed*.

WINNESHIEK.—School boards seem very much divided in opinion as to the ultimate benefits as compared with the present system, cost being used as a basis for determining ultimate benefits. People think the plan is good were it not for establishing a precedent which would encourage others who would not be so favorably situated or who may wish their children to enjoy the same privileges, to demand the same advantages. The question of providing a sufficient number of competent teachers is now becoming a paramount issue in this county; so consolidation—lessening the number of schools and working each teacher nearly to her maximum efficiency—might furnish an escape from the necessity of licensing poorly qualified teachers to run the numerous small schools.

The objection is made that proper persons to drive, and proper conveyances to carry pupils, would not be secured; that children would have to rise and start from home too early and be brought home too late in cold weather; and that the increased number of pupils would give individuals less opportunity to ask and receive attention and assistance from teachers. To meet these objections it is easily seen that the first is a fallacy—good men and good conveyances have been provided where this system is in use. The second cannot be refuted. The third objection is only a comparative one. The question arises, “Will the increased attendance lessen individual instruction to a greater extent than it increases the enthusiasm and interest, and evokes class discussion?” If its disadvantage be greater than these advantages, then the third objection has weight. If the advantages outweigh, then the plan is preferable. I think the advantages more than counterbalance the objections.

In Calmar township there were three or four families inconveniently located from the school in District No. 1. These parties, with others, had tried at the annual meetings for several years to have the board consent to create a new subdistrict or build a schoolhouse in the southeast corner of District No. 1. At my suggestion the board provided for paying the families \$1.25 a day for hauling the children from three or four families thus inconveniently situated. The proposition of the board was accepted and some member from each family was to haul the children week about. This plan was carried out last winter (1900–1901). Some of the parties to the agreement last year say they won’t do the same way this coming year, so the question of what shall be done this coming year is pending.

7. About four or five miles at most.

WORTH.—The plan has never been tried in this county and sentiment is against closing small schools.

7. Four miles.

WRIGHT.—People are divided on the question. The schools in the corners of the townships seem to be the great drawback to our efforts. Township and county lines must be removed from the question before transportation and consolidation become a fact. We have been using the old system for a hundred years. It has served its purpose. Consolidation seems the only way. We are transporting pupils in one subdistrict in this county.

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## SUMMARY OF CONSOLIDATION AND TRANSPORTATION IN IOWA.

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The following table gives the briefest possible summary of the situation in Iowa with respect to the consolidation of school districts, closing of small schools and the transportation of pupils to a central school. It shows a lively discussion of the subject all over the state, and that many experiments have been and are being made, with the prospect that in many other places the system will be put on trial:

Consolidation has been tried in twenty-eight counties, transportation in thirty five, and both in nineteen. Consolidation has been adopted by sixty-three districts, and eighty districts have transported pupils at the expense of the district. In nine counties districts have been consolidated without providing transportation at the expense of the districts. In sixteen counties pupils have been transported where there was no consolidation.

The replies to the question as to what the sentiment in the counties is toward consolidation and transportation may be classified as follows: Favorable twenty-five, opposed twenty-six, divided twelve, partly favorable four, unsettled five, growing in favor twenty-three. Where the system has been tried and the results reported, it produced good effects in twenty-seven counties, while in five it was doubtful. The patrons in twenty counties are reported to be well satisfied, while in eight counties there was some dissatisfaction, owing generally to bad roads.

These statistics do not include any estimates, or doubtful reports, such as "several" schools consolidated, or cases of transporting pupils; all reports not distinctly favorable to the system have been classified as doubtful, divided, or opposed to it.



## SUMMARY OF CONSOLIDATION OF SCHOOL DISTRICTS.

COUNTIES.	How many districts have consolidated?	In how many districts have children been transported?	With what result?	Where tried what do patrons think of it?	What is the sentiment in the county on consolidation and transportation?	What are the chief objections?	What is the prospect of consolidation and transportation in the county?	How many miles may children be transported?
Adair .....	None ..	None ..	.....	.....	Partly favorable	.....	Not good.	5 to 7
Adams .....	None ..	None ..	.....	.....	Divided. ....	.....	.....	.....
Allamore .....	None ..	None ..	.....	.....	Majority opposed	.....	Poor ..	1 to 5
Appanoose ..	None ..	None ..	.....	.....	Some favor	.....	.....	.....
Audubon .....	None ..	None ..	.....	.....	Partly favorable.	.....	.....	.....
Benton .....	None ..	None ..	.....	.....	Not adverse	.....	Poor ..	5 to 6
Black Hawk ..	13. ..	4 ..	Better schools	Universal satisfaction	.....	.....	.....	.....
Boone .....	None ..	None ..	.....	.....	Favorable. ....	.....	Good ..	5 to 6
Bremer .....	None ..	None ..	.....	.....	Favorable. ....	.....	.....	.....
Buchanan .....	5 ..	2 ..	Satisfactory	Generally satisfied	Favorable ..	.....	Poor ..	3 to 5
Buena Vista ..	None ..	None ..	.....	.....	Majority against.	.....	.....	3 to 4
Butler .....	2 ..	2 ..	Satisfactory; better schools	Great majority like it.	.....	.....	.....	.....
Calhoun .....	4 ..	None ..	Satisfactory	Approve .....	Growing favorable.	.....	Good ..	6
Carroll .....	None ..	None ..	.....	.....	Increasing in favor.	.....	Fair ..	5 to 6
Cass .....	None ..	None ..	.....	.....	Opposed to it.	.....	.....	.....
Cedar .....	2 ..	None ..	Satisfactory.	Satisfied .....	Favorable. ....	.....	.....	.....
Cerro Gordo ..	None ..	3 ..	Unsatisfactory	Dissatisfied with driver.	Majority against.	.....	.....	6
Cherokee .....	1 ..	1 ..	.....	.....	Growing in favor.	.....	.....	5
Chickasaw .....	None ..	None ..	.....	.....	Unsettled. ....	.....	Good ..	4 or 5
Clarke .....	None ..	None ..	.....	.....	Unfavorable ..	.....	.....	.....
Clay .....	None ..	None ..	.....	.....	Favorable .....	.....	.....	6
Clayton .....	None ..	None ..	.....	.....	Divided .....	.....	.....	3 to 4
Clinton .....	None ..	None ..	.....	.....	Strongly opposed.	.....	.....	2 1/2
Crawford .....	None ..	None ..	.....	.....	.....	.....	Good ..	2
Dallas .....	None ..	1 ..	Successful	Approve .....	.....	.....	Good ..	3 to 4
Davis .....	None ..	None ..	.....	.....	.....	.....	.....	.....
Decatur .....	None ..	None ..	.....	.....	.....	.....	.....	.....
Delaware .....	None ..	None ..	.....	.....	Weak. ....	.....	.....	3 to 5
Des Moines ..	1 ..	1 ..	Doubtful	Not very enthusiastic	About evenly divided	.....	Fair ..	5 to 6
						Trouble about meeting wagon.	.....	4



## SUMMARY—CONTINUED.

COUNTIES.	How many districts have consolidated?	In how many districts have children been transported?	With what result?	Where tried what do patrons think of it?	What is the sentiment in the county on consolidation and transportation?	What are the chief objections?	What is the prospect of consolidation and transportation in the county?	How many miles may children be transported?
O'Brien .....	2 .....	3 .....	Very satisfactory.	.....	Against.....	Transportation—distance—land values .....	.....	4
Oaccola .....	3 .....	None..	Better schools at less expense....	.....	Divided. ....	Transportation .....	.....	3 to 4
Page. ....	0 .....	6* .....	Satisfactory.....	Divided ....	Majority against..	Too long on road—lose schoolhouse.	.....	
Palo Alto.....	None..	2 ....	.....	.....	Strongly against..	Bad roads.	.....	
Plymouth . .	None..	None..	.....	.....	Growing strongly favorable.	Distance to travel; teachers thrown out .....	Good.....	6 to 8
Pocahontas....	None..	None..	.....	.....	Growing favorable	Bad roads .....	.....	2 to 4
Polk.....	None..	None..	.....	.....	.....	.....	.....	
Pottawattamie.	1 .....	8 ....	Satisfactory. ....	Delighted ....	Generally favorable.	Difficulty of transportation.....	Good .....	2 to 5
Poweshiek ....	1 .....	None..	.....	.....	ble .....	Bad roads; many children in closed conveyance .....	.....	
Ringgold .....	None..	None..	.....	.....	Opposed .....	Expense; exposure; long hours. ....	Good.	
Sac .....	* .....	None..	Satisfactory.....	Favorably .....	Adverse.	Bad roads; length of haul.	.....	
Scott .....	1 .....	1 .....	.....	.....	Divided.	.....	.....	
Shelby.....	None..	None..	.....	Like it .....	Favorable .....	.....	Good.....	5 to 7
Sioux .....	None..	2 .....	.....	.....	Favorable .....	Distance; too long from home; prejudice .....	.....	6 to 7
Story .....	None..	None..	.....	.....	Majority against..	Bad roads .....	.....	3 to 6
Tama .....	None..	None..	.....	.....	Growing .....	Expense.	.....	
Taylor .....	None..	None..	.....	.....	Good .....	Bad roads; danger of contagion.....	.....	4½
Union .....	None..	None..	Satisfactory.....	Like it .....	Divided. ....	Bad roads .....	.....	5
Van Buren . .	None..	1 .....	Satisfactory in every way.....	.....	.....	.....	.....	
Wapello.....	1 .....	None..	.....	Pleased ....	Generally favorable.	Bad roads; takes school away from people .....	.....	4
Warren .....	None..	None..	.....	.....	ble.....	Affect land values; injure morals; small children can't travel. ....	Not good.....	3 to 5
Washington...	None..	None..	.....	.....	Opposed ....	Distance to be traveled. ....	.....	5 to 6
Wayne .....	None..	1 .....	.....	.....	Rather favorable	Bad roads.	.....	
Webster.....	** .....	None..	.....	.....	Growing .....	Bad roads; distance .....	.....	4 to 5
Winnebago....	8 .....	8 ...	Highly satisfactory	Approve .....	Majority opposed.	Hesitate sending children to town.....	.....	5 to 6
Winneshek...	None..	1 .....	Doubtful.....	Divided .....	Growing stronger.	Improper drivers and vehicles; too long on road; attention less individual.....	.....	4 to 5
Woodbury .....	None..	None..	.....	.....	.....	.....	.....	
Worth.....	None..	None..	.....	.....	Against.....	.....	.....	4
Wright.....	None..	1 .....	.....	.....	Divided.	.....	.....	

\* Several. \*\* Several closed temporarily.

## BUFFALO CENTER SCHOOL PLAN.

### EXPLANATORY CIRCULAR.

ISSUED BY THE DEPARTMENT OF PUBLIC INSTRUCTION, 1901.

The many inquiries from boards of directors and citizens for information concerning the consolidation of school districts and the transportation of children have led us to prepare this circular. It aims to give in a plain and concise way such data as the superintendent of public instruction has been able to gather from having visited personally Buffalo Center, in Winnebago county, where at the present time the centralized school plan is conducted on the largest scale in Iowa.

We have not set forth the arguments in favor of the consolidation of districts and the transportation of children. This has been done to some extent in other circulars, which can be had by writing to the superintendent of public instruction.

The Buffalo Center plan gives the child of the farmer the same opportunity to obtain an education as the child of the banker and the merchant. We consider this a sufficient reason to warrant us in urging a most careful study of it and its adoption wherever practicable.

By "consolidation" in a practicable sensible way, is meant fewer schools in a township, the closing of small schools, and the transportation of children to others.

Where it is impracticable to unite the township into a single district, we recommend:

*First*—That small, weak contiguous independent or rural independent districts be united, as provided in section 2799 of the Code.

*Second*—That boards in school townships convey those children to school who live at an unreasonable distance from an established school, instead of renting a room and employing a teacher, or building and maintaining a separate school. This may be done whenever there will be a saving of expense, and children will secure increased educational advantages. (See section 2774.)

E. C. LILLIE,  
*County Superintendent, Independence.*

R. V. VENEMAN,  
*County Superintendent, Boone.*

O. J. McMANUS,  
*County Superintendent, Council Bluffs.*

RICHARD C. BARRETT,  
*Superintendent Public Instruction.*

**NOTE.**—Superintendents Lillie, Veneman, and McManus were chosen by the county superintendents' section in 1900 to co-operate with the superintendent of public instruction in securing the consolidation of school districts.

## STATEMENT OF FACT.

Prior to October 1, 1897, the laws of Iowa provided that whenever the board of directors of any existing district township should deem the same advisable, and also whenever requested to do so by a petition signed by one-third of the voters of the district township, it should submit to the voters of the township at a regular or special election the question of consolidation. If a majority of the votes cast were in favor of a consolidated organization, the district township, composed of subdistricts, became an independent district.

Acting under this statute the people of Buffalo Center township, in Winnebago county, in 1895 formed an independent district, embracing the entire civil township, six miles square, and voted bonds running for a period of ten years for the purpose of erecting an eight-room building.

The board, which consists of five members, is chosen on the second Monday in March by the qualified electors, and is governed by the same provisions of law which apply to independent districts.

At the time the township became independent it was not proposed to close the rural schools and transport the children. This was an after consideration, and arose from the demand upon the part of the people of the rural districts for better school facilities. On August 23, 1897, the residents of what was formerly known as Subdistrict No. 3, requested the board to furnish transportation for their children to a central school. The request was granted, and the outlying school closed. On August 30th, of the same year, the board arranged for the transportation of children in Districts No. 2 and No. 4. On August 17, 1898, the board, upon petition, arranged for the transportation of children from another ward. In April, 1899, the board, having noted the success with which their efforts had been attended, ordered all of the rural schools in the district closed, except those in the extreme northeastern and southeastern parts of the township.

By reference to the accompanying plat it will be observed that the central school is located only one mile from the western boundary line of the district, thus making it extremely difficult on account of the distance to transport the children from these two remote portions of the township. The two rural schools maintained by the board are considered superior in many ways to the ordinary school, since they are under the supervision of the principal of the central school, and are maintained for the same length of time each year as the central school.

Contracts for the year 1900-1901 provide for the transportation of ninety-eight children. Six routes are laid out and one team is provided for each. For convenience the routes are numbered 1, 2, 3, 4, 5 and 6, beginning with the one running north from the central school. (See plat.)

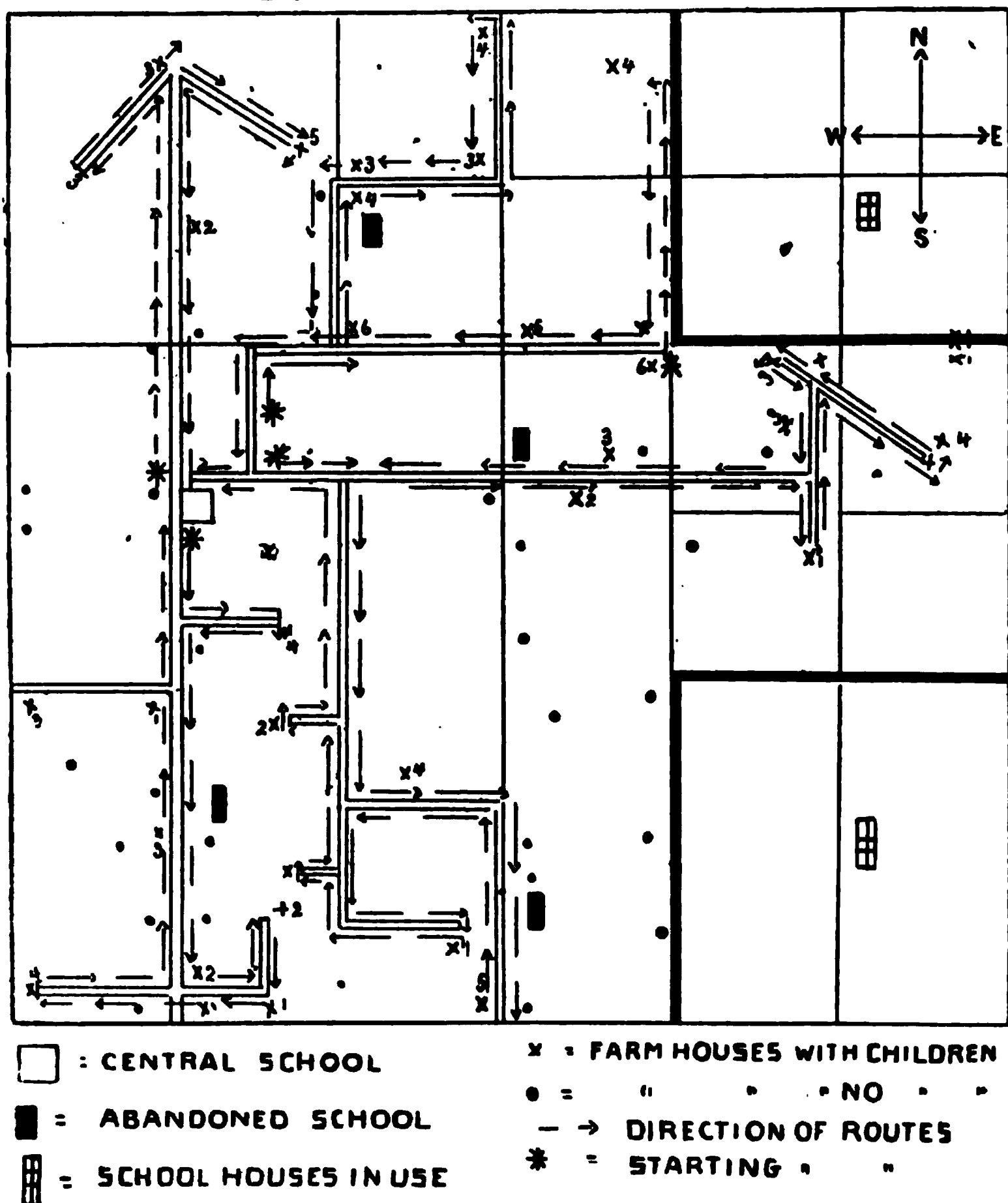
The greatest distance the children most remote from the central school on the different routes are conveyed is as follows: Route 1, three and one-fourth miles; Route 2, four and one-half miles; Route 3, five and one-half miles; Route 4, five and three-fourths miles; Route 5, five and one-half miles; Route 6, six and one-fourth miles. The average distance the children are conveyed on the longest route is about four miles.

What can be said of the roads? Comparatively speaking, Winnebago is one of the newer counties, and roads have not been so thoroughly graded

and drained as in old-settled sections; consequently, the roads are not so good as in many parts of the state.

What length of time is required to convey children to and from the central school? The time required depends upon the condition of the roads. When very muddy, as was the case when the writer visited the district in 1900, the drivers began collecting the children from 7:15 A. M. to 8:15 A. M., according to the length of the route, and returned them to their homes from 4:45 P. M., to 5:45 p. m.

SCALE  $\frac{2}{3}$  INCH TO THE MILE



(By "starting of routes" is meant where teams start. The most remote children are as a rule gathered first.)

The compensation paid drivers is \$30 per month, except on Route 1, where only \$25 are paid. For this amount they are required to furnish their own properly covered, strong, safe, suitable vehicles, subject to the approval

of the board, with comfortable seats, and a safe, strong, quiet team, with proper harness, with which to convey and collect safely and comfortably all of the pupils of school age on the route, and to furnish warm, comfortable blankets or robes sufficient for the best protection and comfort for each and all of the pupils to and from the public school building and their respective homes. They agree to collect all of the pupils on the route by driving to each and all of the homes where pupils reside each morning that school is in session in time to convey the pupils to school; so as to arrive at the school building not earlier than 8:40 A. M. nor later than 8:45 A. M., and return the pupils to their homes, leaving the building at 4:00 P. M., or later, as the board may determine.

They are required to personally drive and manage the team, and to refrain from the use of any profane or vulgar language within the hearing or presence of the pupils; nor may they use tobacco in any form during the time they are conveying children to and from school. They are not permitted to drive faster than a trot nor race with any team, and are required to keep order and report improper conduct on the part of pupils, to the principal or president of the board.

It is further provided between the driver and the board that one-half of the previous month's wages shall be retained to insure the faithful performance of the contract.

In 1894 the district township was composed of six subdistricts, and required six buildings, six teachers, six sets of apparatus—in fact all of the equipment necessary for one district was required by each of the others.

The secretary's report of that township for the year ending September, 1894, shows that during the year the schools were in session six months and the average daily attendance for the entire district township was ninety.

For the year ending September, 1900, eight teachers were employed for nine months, and the average daily attendance was 290. Estimating the average cost of tuition per month per pupil upon the total expenditures for school purposes, we find it to have been \$5.03 in 1894, under the plan of separate schools, while in 1900 it was \$2.31.

The tax levy of the district for the year 1900 was 9.6 mills for the teachers' fund and 6.7 mills for the contingent fund. Out of the latter fund all expenses of transportation were paid. This is considered a reasonable levy, and will, we think, compare favorably with other districts.

By the census of 1900, Buffalo Center village alone has a population of 875, and would doubtless require the same number of teachers as other towns of the same size.

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## TRANSPORTATION IN CITIES.

Only in a few Iowa cities have children been transported. Reports received, however, are uniformly favorable wherever the system has been adopted. Below are brief statements from Council Bluffs, Sioux City, and Forest City. Superintendent W. N. Clifford, of Council Bluffs, writes:

"Lying at the outskirts of our school district, is what is known as the Woodbury school. There were about thirty pupils enrolled in this school of the different grades up through the fourth, making the teacher eight classes.



To each recitation she was able to give but a few minutes, and the pupils, when promoted to the next building, were always below grade. We paid the teacher of this school, at the time of closing, \$60 per month, her salary having been advanced from year to year until she received this amount. She was paid, in addition, seven dollars per month as janitress, and with this and the expense of fuel and other incidentals, it was counted that the school cost about \$80 per month. In addition to this, it cost the time of the city superintendent, supervisor of buildings, special teacher of music, special teacher of drawing, to visit the school. The matter was laid before the board, and it was decided to close the school and transport the children to the building which they would be obliged to enter when they reached the fifth grade. A patron of the school who knew all the children, fixed up a large spring wagon with canvas cover and seats, and collects the pupils from their own homes and leaves them at the school building in time for the opening session, calling for them at night and returning them to their own homes. This man is paid \$30 per school month. This means an actual saving to the district of \$50 per month, besides the time of the supervisors. The plan is giving excellent satisfaction to patrons, and the school officials are much pleased with the marked improvement of the children in scholarship."

Sioux City, because of its vast territory, was the first city in Iowa to take up the transportation of pupils, and found it a wise movement in the interests of economy and efficiency.

From Superintendent Kratz's report, made June 8, 1900, to the Board of Education of Sioux city the following information is gathered:

Three wagons were employed for the school year at a cost of \$20.00 per month, transporting about fifty pupils, and thus permitting the closing of three schoolhouses. The street car lines transported about seventy-five more pupils, thus making it unnecessary to open three more school rooms in the sparsely settled districts. The total cost of transporting these scattered pupils was \$863.84. To have provided school accommodations for these scattered pupils, without transporting them, would have required the following expenditures:

Six teachers for nine months at \$40 per month .....	\$ 2,160.00
Janitor's service at \$10 00 per month .....	540.00
Fuel for six schoolrooms, at \$50.00 per year .....	300.00
<b>Total</b> .....	<b>\$ 3,000.00</b>
<b>Cost of transportation</b> .....	<b>863.84</b>
<b>Economized</b> .....	<b>\$ 2,136.16</b>

And, best of all, this large saving was realized while giving the children better educational advantages.



Superintendent H. O. Bateman, Forest City, writes:

"Consolidation of school districts and the transportation of pupils has been in operation in a limited way in the Independent District of Forest City. We employ one hack, and the distance driven each way is five miles. The attendance is regular, and the plan seems to meet with favor. The advantages of this plan are less expense, more schooling for the pupils and better instruction. Our hack failed to run only two days out of the whole year. The expense for nine months is less than it would be for the seven or eight months which a country school is usually conducted. Our expense does not exceed one hundred and sixty-five dollars (\$165) a year for the transportation of the pupils from one school district.

"Our board had a proposition presented to it from two outside districts desiring to enter our school, furnishing their own transportation and equipment, the outlying districts to pay regular tuition of one dollar and fifty cents (\$1.50) per month. The motive prompting this plan was its cheapness and the superior advantages that the pupils would enjoy. With better roads the plan comes to be even more feasible than it now is. It is true that it has some disadvantages, but our experience is that the advantages far outweigh the disadvantages, and we would not go back to the plan of maintaining a school in our country district."

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### IN OTHER STATES.

Consolidation and transportation is a settled policy in some of the eastern states and is being adopted to a greater or less extent in many of the western states, where it is rapidly growing in favor.

#### KANSAS.

Frank Nelson, state superintendent of public instruction in Kansas, writes:

"The consolidation of schools and the transportation of pupils to and from school is one of the really important educational movements of the times. Here in Kansas we are working along this line with much success. The last legislature enacted a law providing for the consolidation of school districts and the transportation of pupils. It is the first law of its kind ever enacted in this state and is giving great satisfaction. The people are warm supporters of the consolidation of schools because they realize that it gives them better schools, better courses of study, better teachers, longer terms and a deeper interest in the work.

"Under this plan of school administration parents are able to give their children a good education right at home at a very moderate expense. It is the duty of the state to bring the best and largest educational advantages within easy reach of the people. This is done by building up strong graded schools in the community.

"I am a firm believer in the consolidation of schools and the transportation of pupils. This movement is destined to revolutionize our entire school system and to bring greater blessings to all the people.

## WISCONSIN.

L. D. Harvey, state superintendent of public instruction of Wisconsin, says:

"I believe this is one of the most important movements in recent years for the betterment of school conditions in certain communities. The small country school with the almost invariable accompaniment of poorly prepared teachers has little or no value. It is expensive, when the number of persons in attendance is taken into consideration. The consolidation of districts results in better organization of the school, in stronger teaching force, and in taking pupils out of the isolation which necessarily accompanies the small school.

"One of the most important things in the education of the child is that he shall come in contact with a goodly number of children of his own age. Without this contact he is missing one of the most important elements of an education. Experience has shown that consolidation may be effected and pupils transported without an increase in the expenses for school purposes in the district covered.

"The people in our state are very much interested in this matter and in many localities are taking steps to effect consolidation and provide for transportation of pupils."

## MASSACHUSETTS.

In Massachusetts the system was adopted many years ago and has been growing in popularity. In ten years the state's expenditures for conveyance of pupils increased from \$30,000 to nearly \$142,000. The report of the state superintendent of public instruction in Massachusetts in 1901 gives the following account of the working of the consolidation system in the town of Warwick:

"Six years ago Warwick maintained nine schools twenty-four weeks per year. The average attendance of pupils in the town was eighty-seven. Teachers' wages in the eight outside schools were five dollars per week, in the centre school six dollars per week. With few exceptions, the teachers were young and without experience, educated in the district schools. Some were under sixteen years of age,—one term a pupil in a school, the next term a teacher. Occasionally, in recent years, a teacher of marked ability and successful experience has been employed, but the number of schools made it impossible to pay wages that would retain the services of well-qualified teachers many terms. The schools were poorly supplied with books and materials.

"Now all of the pupils in town are in three rooms of one modern, well-lighted, heated, ventilated building, pleasantly situated in the centre of the town. The rooms are supplied with good blackboards, and with books and appliances for the use of pupils. The school has three teachers,—normal school graduates of exceptional ability. The average wage paid is nine dollars a week; the school year is thirty-six weeks. Special teachers of music and drawing visit the school each week. Pupils are conveyed to the centre union school from distant parts of the town. The average attendance

in the fall term was ninety-six,—a gain over the attendance in all of the nine schools six years ago. The schools are well graded from lowest primary to highest grammar grade, three classes in a room. Teachers are selected whose qualifications are especially adapted to the ability and needs of the pupils under their charge. The number of recitations being less than in ungraded schools, the teachers and pupils do much more effective work. The relation of the teachers to one another is one of mutual helpfulness, and the association of so many pupils in the schoolrooms and on the grounds under the supervision of the teachers is pleasant and beneficial.

“As a result of the consolidation of its schools and a wise administration of school affairs, the town has, in six years, lengthened the school year fifty per cent., increased the teachers’ wages seventy-five per cent., and employed special teachers of music and drawing, without materially increasing the school tax of the town. Because of the reduction of the number of schools through consolidation, the cost of instruction by the regular teachers has been lessened. A large increase in the amount of money received from the income of the state school fund has been of great benefit to the schools.

“Much time that would be needed for travel by the superintendent and special teachers in reaching many small scattered schools is saved for profitable use in the one building of the union school.”

One of the most valuable contributions on this subject is that prepared by G. T. Fletcher, agent of the Massachusetts board of education. Some extracts are given herewith from this pamphlet:

“People are now coming to see that educational advantages are not represented by the number of near-by schoolhouses. From one of the annual reports of Dr. Harris, United States commissioner of education, we quote as follows:

“ ‘It has been frequently demonstrated and is generally conceded that it would be better both on economical and pedagogical grounds to unite the many small and weak schools of a township, dispersed over a large extent of territory, into a few strong, well equipped and well conducted graded schools, located at convenient points.’ ”

Hon. Joseph White, secretary of the state board of education, said:

“This act was introduced into the legislature through the efforts of a practical man from one of our rural towns of large territory and sparse population, where the constant problem is how to bring equal school privileges to all without undue taxation. In too many cases the town seems to have forgotten that *the character of the school is of more importance than its accessibility*. This has led to the maintenance of such a number of small schools as to shorten their length of continuance, diminish their efficiency, and largely enhance the expense.

“ ‘It may be questioned whether the objection regarding injury to the property valuation of the district is a serious one. People having children to educate are not slow to see that educational advantages are not represented in their fullness and completeness by near schoolhouses. This property

objection is well met in the replies to questions submitted to the towns, to which later reference will be made.

“ ‘The objections to the risks of conveyance and of the noon intermission are of serious import, and can be met only by making transportation safe to health, manners, and morals, as well as comfortable, and requiring the presence of the teacher at the noon intermission.’

“ ‘From the report of the minister of public instruction for Victoria, in Australia, the following extract is taken: ‘Under the system of conveyance 241 schools have been closed. The saving in closed schools amounts to about £14,170 per annum. The attendance is so regular and the system so popular that applications are constantly made for its extension.’

“ ‘*Distances.*—In Victoria the law provides that the following shall be deemed a reasonable excuse for non-attendance upon the public schools:

“ ‘That there is no state school which the child can attend within a distance of two miles, measured according to the nearest road from the residence of such child; excepting when the child is more than nine years of age, then the distance shall be within two miles and a half from the residence of such child measured as aforesaid; and when the child is more than twelve years of age, then the distance shall be within three miles from the residence of such child, measured as aforesaid.’

“ ‘Victoria has eight times the area of Massachusetts, but only half the population. Nearly half of this population is rural.’

Mr. Fletcher sent out inquiries to school committees and superintendents of the state, asking for information about their experience with consolidation and conveyance. Some of the replies received were very significant. It was said that the per capita cost of education has been greatly reduced.

“ ‘In the year 1893 Seymour Rockwell, the veteran school committee man of Montague, said:

“ ‘For eighteen years we have had the best attendance from the transported children; no more sickness among them, and no accidents. The children like the plan exceedingly. We have saved the town at least \$600 a year. All these children now attend a well-equipped schoolhouse at the center. The schools are graded; everybody is converted to the plan. We encountered all the opposition found anywhere, but we asserted our sensible and legal rights, and accomplished the work. I see no way of bringing the country schools up but to consolidate them, making them worth seeing; then the people will be more likely to do their duty by visiting them.’

“ ‘From another town came this suggestive statement:

“ ‘Once when a man wished to sell his farm he advertised, “A school near.” Now he advertises, “Children conveyed to good schools.” Farms sell more readily now.’”

Among the comments made in these reports are the following:

“ ‘Better ventilated rooms; hence more healthful.

“ ‘Costs less for repairs; better janitor service.

“ ‘Houses closed were in poor repair; good teachers would not remain in them.

“Pupils better classified; three teachers do the work of five in ungraded schools.

“Too strict grading not beneficial.

“Petty local jealousies lost in the larger school.

“Pupils are more studious in the graded schools with only their classmates with whom they must compete.

“Greater incentive and enthusiasm.

“In the graded schools pupils lose the personal oversight of the teacher which in small schools is of so great advantage.

“Pupils become better acquainted with people; hence less bashful and awkward.

“The time lost by the superintendent on the road is saved by consolidation of schools.

“It becomes possible to give to all the pupils of the town the advantages of special teachers in drawing, music, etc.

“Our people would as soon think of having district churches as district schools.

“Association with others whose lives are less restricted than their own is a gain in social graces.

“Much is to be expected in moral influences, as conditions are better in the graded than in the ungraded schools. This is especially true as regards outbuildings or basements in their sanitary arrangements, and the oversight had in and about them.

“Economy and efficiency.

“I do not favor too great efforts to consolidate. Drivers are not and cannot be expected to be men who can control children and hold their respect.

“A compact neighborhood with a good school should be let alone.”

#### PENNSYLVANIA.

The state department of agriculture of Pennsylvania caused an extensive investigation of the subject of consolidation of country schools and the transportation of pupils by the use of vans to be made by Dr. H. H. Longsdorf, and the result of his investigation, published in Bulletin No. 71 of the department of agriculture of Pennsylvania, is a very important contribution to the literature of the subject. The following extracts from this report will throw light upon the solution of the problem in this state:

“The Small School.—A practical educator—and as wise as practical—has said: ‘The first thing a good school wants is children.’ A very small school is almost always a poor school. There is absent in it the incitement of rivalry and friendly emulation as well as the encouragement found in companionship. If each child pursues a different study, as sometimes happens, there is still less of that reflex action which lightens the task and opens the mind. The difficulty of organization in a small school is so great as to be practically impossible. In the country, bad roads, distance, stress of weather and, in frequent cases, disinclination, serve to keep the school

even smaller than the number of children of school age would warrant. In a school of this kind there is frequently great irregularity of attendance and unpunctuality in lessons, failures which may be forgiven under the circumstances. There is no spring of enthusiasm to inspire the teacher or of sympathy or interest on the part of the patrons. Nothing can be done in a school of small size in the way of special studies, unless the teacher is phenomenally conscientious and possesses strong personal qualities.

“Individual teaching often brings good results. It was the method most in vogue in the southern states in the ante-slavery period and many accomplished scholars came from the training of the governess or private tutor who was brought there from the best northern schools. But this was a wholly different system. As the ordinary common school of low grade is found in the sparsely settled districts, it possesses little educative value, and might with advantage be closed and its feeble force united with a larger one.

“**Selected Courses in Education for Country Students.**—If the children of a district were brought together and placed under a competent head, and the school in good working order, it would then be possible to give some order to the division of studies for those in the higher grades. For such as intend going into the mechanical arts, a saving of time could be thus effected. For those looking forward toward a classical or literary course leading to the professions and for those who expect to remain in the country and become identified with its local interests, either in farming, mining, fruit culture, or any of the industries established in different parts of the state, congenial and profitable instruction could be provided, such as would at once strengthen the intellect and enable them to take advanced ground in their further progress.

“**Social Influence of a Central Consolidated School.**—Country life in the remoter districts tends to repression. One of the strongest attractions of the town for the country child, is in the greater opportunities for companionship found there. Not only the child but the elder feels the drawing of that instinct which leads mankind to rejoice in association with each other. The dozen or more schools of various sizes scattered over the country district, some difficult of access from rough and unsafe roads, often situated in a neglected and out-of-the-way spot, have little incentive to join forces in the school exercises or to impress their work on the homes and social interests of the neighborhood. Singly and detached, they cannot generate the power to penetrate the lives of the several groups that compose the pupils or to serve as object lessons of the value of the true and the beautiful in human helpfulness. Isolation for the young is irksome, and they early form the resolve to forsake the dull routine of oft-covered lessons which seem to hold no promise of personal benefit. The city with its cultured society, its atmosphere of refinement, its multitude of objects and outlets for every shade of taste and interest, appeals to the youthful nature. Here are possibilities—openings for enterprise and pleasure; here, too, are sympathetic hearts to understand their hopes.

“To another class, the succession of ‘events’ in the city gives a holiday aspect to life all too prosaic in their experience, and a comparison is to the disadvantage of the country. With a common meeting point, with the mutual interests of school work, and the interchange of thoughts and feeling, and the frequent presence of parents and friends on the special occasions



sure to be inaugurated in such a school, the whole community would be uplifted and cheered.

“The oft-mooted question as to how far the state should extend its jurisdiction into the home and family circle, presents itself here. This question comes into every educational advance proposed. The American people are jealous of their ‘rights,’ and so sometimes lose sight of the more weighty interests involved. ‘Paternalism’ is an ugly word to American ears; still, under the modifications and restrictions of an enlightened public opinion, it would assume a different meaning, and work for good, if its beneficiaries could be induced to look at it from all sides. This is one of the principal objections urged against consolidation in the rural districts, that it savors of ‘paternalism’ and ‘favoritism.’ Nothing could be farther from the truth. It tends, in fact, to just the opposite. If, under the improved social conditions suggested, where all the people of a district—not necessarily a school district, but one from convenience included in the central school, could frequently meet and witness the operation of new measures and receive themselves new ideas and new information along the line of their daily work and outlook, they would soon see what the best educators have long seen, that the best policy of the state government is to lift the people out of the rut into which they may have fallen, and the best policy of the people is to allow themselves to be so lifted.

**No Bad Results.**—“The apprehensions of the owners of real estate that a depreciation of values would result if the local schools were closed, have proven to be groundless. The natural reluctance of parents to send their young children so far from home, and for all day, to attend the central school, has vanished. The children are conveyed in comfortable vehicles, fitted up for their accommodation. They are in charge of trusty drivers en route, and at noon they are under the especial care of one of the teachers, who has an extra compensation for the service. When it is practicable, a farmer living near the extreme end of the district is employed to convey the children. Often the farmer’s wife drives the conveyance. Three two-horse barges and two one-horse wagons are in use at present. All these vehicles are fitted with seats running lengthwise, and are closed or open at sides and ends, as the weather requires. The driver starts from or near the remote end of his district and drives down the principal thoroughfare, taking up the children at their own doors or at cross-street corners.

“The attendance of the children conveyed is several per cent better than that of the village children, and it is far higher than it was in the old district schools. This is not strange when one reflects that the children are taken at or near their own doors and conveyed to school without exposure in stormy weather. Discipline is maintained in the carriages, as the driver has ample authority for this purpose. The children are conveyed from one to three and one-half miles. The cost of transportation is about fifty dollars per week. It is estimated that it would cost seventy dollars a week to maintain schools in all the districts.”

#### INDIANA.

The state of Indiana has also gone into the subject extensively, and in July, 1900, an inquiry showed that forty counties had already begun the work of collecting pupils into larger groups

by transporting them. Detailed reports from the county superintendents of Indiana show conditions in many respects similar to those prevailing in Iowa. The results of the plan where tried have been highly satisfactory. The objections are mainly similar to those heard in Iowa, and that of bad roads is frequently urged. The savings are reported in many cases to be considerable, sometimes as much as \$200 per year in a district. It is there generally recognized as an economical system. In many places, however, as in Iowa, and indeed this is the general rule, the conservatism of the people and the lack of information of the working of the new system retards its adoption. An instance is given in Washington township, Rush county, where the plan originated, as follows:

"In Washington township the pupils transport themselves. Some twenty years ago the trustee, W. S. Hall (he is the original promoter of concentration of schools in Indiana), rearranged the schoolhouses, making the number five instead of eight, and started a graded school. The township is six miles square, so that some pupils must drive four miles to reach the graded school. He was bitterly opposed by a majority of his people, but, by his tireless energy and determination, arranged the township so that money has been saved to the people and they can maintain seven months of school with a low levy. The truant officer has little to do in this township, as there is a splendid school sentiment. Some patrons are now sending their children past other schools to get them into the graded school of three rooms and two years of high school. All eighth-year pupils, except two in the township, have attended the graded school during the past year, thus relieving the country teacher of some work."

NOTE.—The schools in this township are ideally located. One central school, exactly in the middle of the township, has four teachers, three years of high school work and 111 pupils, as follows: Grades 1 and 2, twenty-eight pupils; grades 3, 4 and 5, thirty pupils; grades 6 and 7, twenty-five pupils; grades 8, 9 and 10, twenty-eight pupils. Sixty-eight pupils transport themselves without expense to the county. A barn was built on the school grounds, and pupils who drive, stall and feed their horses without expense. The four country schools in the township are located in the corners of the township, a mile each way from the township line. They have an enrollment of 102 pupils. It is said of this system: "The system adopted in the township is a good one. It is economical; it makes possible a better supervision; it provides a high school and organizes the educational forces."

Numerous instances are given where considerable savings have resulted



from the adoption of the transportation plan. In Knight township, Vanderburgh county, there was a saving of \$27 a month; in Jefferson township, Tipton county, \$172 a year; in Steuben county, about the same; in Ohio county, about \$150 a year in one case; in La Porte county, from \$220 to \$305 per district per year; in Walker, Jasper county, \$210 the first year; in Wayne county, a total of about \$3,000 a year. Of this county it is said: "At least 95 per cent of patrons would not go back to the old plan." In Whitley county there was a saving of \$152 in a district the first year. In White county the savings per school are \$150, \$180, \$165 and \$220.

In the state of Indiana the small schools are as follows:

Attendance of five or less, 108 schools; between five and ten, 487; between ten and fifteen, 1,253; between fifteen and twenty, 2,332.

State Superintendent Frank L. Jones, of Indiana, in his report for 1900, says:

"The great evil of the small rural school lies in its non-social character. It is wholly unable to furnish each of its pupils that educative influence that comes from association with many of the same age and same degree of advancement; it can not have, in many classes, enough of honest and helpful competition to establish a standard to which many a bright pupil would raise himself, and fails therefore to bring from him that supreme effort which develops and ennobles, and which comes only from a vigorous contest with his fellows. The humdrum and monotony of a recitation in a one-pupil class is discouraging to both pupil and teacher. Not only is the mental work of the school thus impaired, but the lack of enough pupils to organize a game on the schoolhouse yard prevents adequate exercise and tends to make morbid, selfish and pessimistic all who live in its atmosphere—the deadly quiet and inactivity of the small school kills the spirit. Professor Hinsdale makes a clear statement in the following words:

"The importance of this element in the rural school problem becomes obvious at a glance. In populous districts fewer schools and districts relatively are called for, while, at the same time, owing to the larger numbers and the more varied attainments of the pupils, the system can be more fully developed. The school and the home, under the present system, can not be far apart; otherwise children will attend the school with difficulty, or not at all. Once more, the interest and enthusiasm of pupils and teachers depend directly upon the number and the ability of the pupils present. For the majority of children individual instruction, or anything closely approaching it, is not to be commended. Aristotle condemned such instruction on political grounds. It may also be condemned on pedagogical grounds. Children need the inspiration of numbers. Besides, numbers contain ethical value. As a rule, you can no more make a good school out of a half dozen pupils than you can make a powerful galvanic battery with one or two pairs of plates."

"The per capita cost in these small schools is not only much too large, but is continually increasing. In 1879 the cost of education per capita was as follows:

In townships .....	\$6.21
In towns .....	5.21
In cities .....	7.48

“In 1899, twenty years later, the cost was:

In townships (per capita).....	\$10.50
In towns (per capita).....	11.10
In cities (per capita) .....	7.07

“These tables are of more than usual interest on this point, and present to the taxpayer a strong argument for a solution of the problem of the small school. It will be observed at once that the per capita cost of education is constantly increasing in the country and towns, and decreasing in the cities. This condition in the rural school arises wholly from the prevalence of small schools. There were as many rural schools in 1899 as in 1879, the salaries in the former are not substantially different from those in the latter, the investments in schoolhouses and appliances would about equal, but the attendance in them has constantly decreased. This condition makes necessary an expenditure for teachers, fuel, apparatus and repairs for the small school of to-day equal to that of the large one of two decades ago. In the towns the increase is due quite largely to the establishment and equipment of high schools of small enrollment. Nearly all cities show congested schools, making necessary many pupils under the direction of each teacher, thus reducing the per capita cost. Add to this a saving in fuel, repairs, buildings and appliances, and the reduced cost of education in cities is explained.”

Reports gathered by Prof. N. A. Upham and published in a bulletin by State Superintendent L. D. Harvey of Wisconsin show that the following eighteen states have laws allowing the transportation of pupils at the public expense, although at that time only thirteen were availing themselves of the privilege. These eighteen states are:

Connecticut,	Massachusetts,	Ohio,
Florida,	Nebraska,	Pennsylvania,
Indiana,	New Hampshire,	Rhode Island,
Iowa,	New Jersey,	South Dakota,
Kansas,	New York,	Vermont,
Maine,	North Dakota,	Wisconsin.

Among the reports summarized by Professor Upham are the following:

FLORIDA.

“Florida reports two counties instituting the plan of transporting children. From one of these, Citrus, I learn that they are transporting three small schools four to six miles, twenty pupils at \$1.50 per pupil per month. The plan is growing in popular favor and they expect to do more next year. A copy of the notice to bidders specifies a vehicle of sufficient capacity, necessary umbrellas, wraps, etc., to keep the children comfortable, a good and reliable horse, and driver who is trustworthy and who shall have control of all the children—said driver to the B. of P. I., to deliver pupils between 8 and 8:40 and return them, leaving at 4:05, and to give a \$100 bond for the faithful performance of his work. The teacher of the central school is required to make out a monthly report registering the arrival and departure for each

day, dates and causes of failure, and if there is any complaint, report it promptly by letter.

“Duval county, Florida, is transporting 176 pupils at \$303 per month, having closed fourteen schools. They began with two schools two years ago and the plan has been very popular. Extra teachers hired cost \$145, making a total cost of \$448, for what had before cost \$490 per month, thus saving \$42 per month. Schools of three teachers and eight-year grades were formed. They are planning now to reduce forty-five schools to fifteen. The superintendent says: ‘We furnish wagonettes carrying eight, twelve and sixteen passengers, so there is no difficulty in getting farmers to furnish teams and harness. This is an improvement over other ways.’

#### KANSAS.

“The last legislature of Kansas passed a law providing that where pupils reside three or more miles from the schoolhouse district boards shall pay to the parent or guardian of such children a sum not to exceed 15 cents per day, for a period of not more than 100 days, for conveying such pupils to and from school. A fresh inquiry within two weeks failed to elicit information that advantage is being taken of this law.

“State Superintendent J. V. Calhoun, of Louisiana, says: ‘We are advanced only so far as talking about consolidation of rural schools and transportation of pupils. We are doing something but we need to convince and then find funds.’

#### MAINE.

“In Maine the committee may transport or pay the board of pupils at a suitable place near any established school. Maine has 1,000 schools averaging less than thirteen pupils each. ‘The fact that school districts have been abolished or that the school committee has suspended schools does not necessarily entitle public school children to conveyance.’

#### NEBRASKA.

“Nebraska has a law and is working under it in several places, notably, Fremont and Lincoln. One district reports a saving of \$70 a month.

“In addition to the law providing for transportation, Nebraska provides that a district may contract with a neighboring district for instruction of pupils and may transport its pupils to such district without forfeiting its right to share in the state apportionment of school fund. The state superintendent says: ‘Best of all is, the pupils are better taught.’

#### NORTH DAKOTA.

“North Dakota has a law, first in operation last July, that pupils two and one-half miles away may be transported.

#### RHODE ISLAND.

“Rhode Island has a law, and is transporting. Emphasis is here laid upon the increased attendance; two schools having graduated ten pupils together in two years, and after consolidation sixteen pupils in one year, an increase of over 300 per cent. in the number of those who remained through the upper grades.

## SOUTH DAKOTA.

"South Dakota has a law, and many are about convinced that where pupils live three or four miles they could have better schools at less cost. I was informed that transportation has been begun but have been unable to learn particulars or localities.

## VERMONT.

"In Vermont, on a written application from ten resident taxpayers of the town, a portion of the school money not exceeding 25 per cent. may be used to transport scholars, where residence is one and one-half miles or more from the schoolhouse. The popularity of the movement may be judged from the state superintendent's report that 'within the past ten years the amount expended for transportation has increased 400 per cent.'

## WISCONSIN.

"Wisconsin has a law that permits the use of school money to transport pupils living more than a mile and a half from school, by the nearest traveled road. But so far as I can learn there is no organized transportation of pupils, though I understand three counties are contemplating it, viz., Kewaunee, Dane and Rock."

## NEW YORK.

In New York the report of the state superintendent for 1900 showed that there were 3,552 school districts, nearly one-third of the whole number, in which the average attendance the previous year was ten or less. State Superintendent Charles R. Skinner urges that the only remedy is annulment or consolidation. The following extracts are made from this report:

"The most available relief afforded by existing statutes is the provision permitting a school district to contract with an adjoining district for the tuition of the children residing therein. The number of districts making such contracts for the year 1898-9 was 150, and it is needless to say that in every instance the arrangement was for the best interests of both districts. The most complete and satisfactory evidence as to the desirability of such contracts by weak districts is furnished by Commissioner Carlos J. Coleman, of Madison county, who requested opinions from trustees of districts which had contracted with other districts for the education of their children. The following are among the replies received:

"The children have much better advantages than they could have had in the home district. The patrons are well satisfied with the system.'

"The children claim that they learned twice as much as when at school in the home district. Those of the district who were against the system last year are in favor of it now. It takes time to educate the people to it.'

"All are well pleased with contracting and the attendance has been good, all children going during the school year.'

"The attendance has been much better than when the school was held at home, and we notice great advancement in the pupils. The patrons are all well satisfied.'

"The patrons of the district are pleased with the system, and it is financially a success."

"There is a great advantage in contracting with larger schools, and the

attendance has been much better than when school was held in the home district.'

''We notice marked advantages in the system, and the patrons are well satisfied with it.''

In his report for 1901 Superintendent Skinner presents the following:

''In 1897 a law was enacted permitting a district to contract with an adjoining district for the education therein of its pupils, and also providing that any district so contracting shall continue to draw the teacher's quota to which it would be entitled had it maintained a school within its own borders. This law has been steadily growing in favor. The first year after its enactment but twenty-seven districts in the state availed themselves of its provisions. The next year 106 did so; the next, 158; the next, 234; and the present year there will probably be more than 300 districts in the state thus contracting. This provision of law is wise, and has succeeded even under the present imperfect condition of the statute in practically closing about 300 weak schools and enabling the pupils residing in these districts to enjoy better educational facilities in a larger school where there is the enthusiasm of large numbers and the opportunity for proper grading.

''I am convinced that the powers of commissioners to consolidate school districts should be enlarged. The consent of the trustees should not be required in any case where a district is to be dissolved and its territory added to an existing adjoining district, or where a new district is created from the territory comprising two or more districts thus dissolved. In addition to this increase in the powers of commissioners, there should be an enlargement of the powers of district authorities, enabling them to provide transportation for those pupils who live too far from the school building to enable them to safely attend school, especially in the inclement weather of winter. With this power given to school authorities, the boundaries of the rural districts could safely be enlarged and vastly better school facilities be given the inhabitants of these communities.''

#### ILLINOIS.

The subject of consolidation and transportation has been discussed in Illinois during the past year and a law was passed permitting people to vote on the question. The provision was as follows:

''It shall be the duty of school directors under this act, to provide schools for the different parts of the district, and they shall have all the power given to school directors by the law of this state. They shall also, in rural territory outside of organized cities and villages, provide for the free conveyance of pupils, residing more than one mile from the school they attend, to and from that school. Provided, however, that the proposition to convey pupils to and from school shall, under a petition of not less than fifty voters, filed with the school directors, be submitted to a vote of the township at a regular annual election and approved by a majority of the votes cast thereon.''

This bill was, however, vetoed by the governor, Richard Yates.

## CONNECTICUT.

The legislature in 1893 authorized the transportation of children to and from school at the expense of the town (meaning township,) whenever a school shall be discontinued upon the approval of the school visitors. Within seven years about sixty towns took advantage of this, uniting schools and transporting the children to the nearest schoolhouse. The system has been generally satisfactory and has reduced the cost. In 1897-8, eighty-four schools were closed and the following year, eighty-five. The report of the state superintendent says that "expense is less than the cost of maintaining schools. The result has been:

"1. To make larger schools and provide desirable classification.

"2. To make better schools. In some cases the change has been very marked, the consolidated school at once taking high rank because a good teacher was secured.

"3. With one exception, the cost has been diminished.

"4. In every case the attendance has improved.

"5. Unpunctuality is entirely avoided, for the children must reach school on time.

"The policy of closing schools and transporting children is not popular at first. When it has been tried and properly managed it has always been approved.

"There is substantial agreement that the result, financially and educationally, has been satisfactory. The most emphatic expressions of approval come from those who were influenced mainly by the educational motives.

"Children are less exposed to storms and to bad weather and are healthier. Attendance is increased 10 to 20 per cent."

Detailed reports from the districts where the system has been tried show uniformly good results and satisfaction to patrons.

## OHIO.

Alfred Bayliss, state superintendent of public instruction in Illinois, has made a personal investigation of the operation of the Ohio plan and his account of it is worth careful consideration. Mr. Bayliss says:

"I have lately seen some excellent examples of the practical working out of this plan in the state of Ohio. What has become widely known as the 'Kingsville experiment' was made possible in that state by an act which applied to 'any township which by the census of 1890 had a population of not less than 1,710 nor more than 1,715.' In other words, the legislature of Ohio was willing to let the people of Kingsville and vicinity furnish an object lesson for their more conservative neighbors, if they were willing to take the chances and foot the bill. That village and township, however, proved to be like the man who insisted 'that he was not such a fool as he looked.' The daily attendance increased. The cost per capita diminished. There was a balance on the right side of the account of over \$1,000 in the first three years. As a result the enabling act was made general and the plan is spreading. Two very notable examples came under my observation. The first was in Gustavus township, Trumbull county. There were formerly nine districts in that township, and as many small schools. Four years



ago the nine districts were consolidated. A frame building, with four rooms, was erected at a cost of \$3,000. A principal, three assistants and a janitor were employed. Nine comfortable, covered spring wagons, with drivers under \$200 bonds, were engaged to convey the children to and from the central school. Before the consolidation the average school attendance in that township was 125. Last year it was 144. The school population remains about the same. The year preceding the consolidation the schools of the township cost \$2,900. The union school cost, including the wagons, \$3,156, an increase of \$256 for the township, but a decrease of \$1.29 per pupil on the average attendance.

"The other case is in the adjoining township of Green. The people of this township were divided in opinion three years ago. They, therefore, wisely waited for the result of the experiment in Gustavus. After observing it two years, they were satisfied. Public opinion crystalized in favor of the plan. Last September the people of this township opened a new, steam-heated, well-lighted and ventilated, brick building, having six large school rooms, and two smaller rooms, one of which is set apart for the library. Eight wagons convey the children. The principal of the school told me, with pardonable pride, that there was a piano coming. Both of these schools do about three years of high school work. Public sentiment is no longer divided.

"The last statement should, perhaps, be qualified. In May, 1900, a committee of two citizens, one for and one against "consolidation," was sent from a township in Warren county, Ohio, to investigate and report upon the facts as they found them in Gustavus township. The report, signed by both members of the committee, stated that persons known to favor the plan were purposely passed by; that fifty-four persons were questioned, and their answers were as stated in the report. Of that number, forty-three were for, seven against, and four indifferent to the plan. Of the seven who declared against it, six were without children of school age, and of the four who were indifferent, none had children of school age.

"Of all the fifty-four, we find, said the committee, but one person with children who was opposed to centralization. I talked with the citizens in six or seven country towns in which the plan is in operation, in three different counties, and failed to find a single individual who did not approve it.

"Such illustrations could be multiplied. The plan works out. The health of children is improved, because of the diminished exposure to stormy weather. School attendance is increased, both in regularity and in the number of pupils. Tardiness and truancy disappear. The school year is lengthened. Better teachers are employed. Teachers can be better paid. I asked one little fellow of ten or twelve years how he liked the union school. Oh, it's great, he said, to be where something is going on. And, perhaps, it is from this widened circle of acquaintance, extending beyond the children to the whole community, that one of the great benefits is to be derived. The isolation of small schools—ten pupils or fewer—is not favorable to intellectual, moral or social growth. The young mind grows by contact with other minds, and quite as much by contact with those of near its own strength as by the influence of stronger ones."

Lewis D. Bonebrake, state commissioner of the common schools of the state of Ohio, in his last annual report says the

system has grown in Ohio since it was first suggested by H. U. Johnson, of Ashtabula county, in 1872, until the last legislature definitely defined centralization, permitting boards of education to submit the question of township centralization of schools to the vote of the people upon petition of one-fourth the voters. The law provides for the organization of a township board of education, consisting of five members elected at large in the district for three-year terms, doing away with the sub-district organization. It provides for transportation and definitely indicates which pupils shall be conveyed at public expense. It requires a graded course of instruction and authorizes a high school, setting the minimum limit of the course at two years.





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## CHAPTER III.

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### RECENT SCHOOL LEGISLATION IN OTHER STATES.

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CALIFORNIA.  
COLORADO.  
ILLINOIS.  
INDIANA.  
KANSAS.  
MINNESOTA.  
MISSOURI.

NEBRASKA.  
NEW YORK.  
NORTH DAKOTA.  
OHIO.  
PENNSYLVANIA.  
SOUTH DAKOTA.  
WISCONSIN.

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## RECENT SCHOOL LEGISLATION IN OTHER STATES.

### CALIFORNIA.

Chapter 229, laws of 1901, makes a number of amendments to the school laws, among which the following are of the most importance:

1. Authorizing board of trustees of the State Normal School to issue diplomas, and providing that such diplomas shall entitle the holders to certificates in any county or city in the state.

2. Providing in a general way for the duties and powers of the State Board of Education: (a) to adopt rules and regulations for its own government; (b) to prescribe rules for granting certificates and diplomas; (c) to grant four kinds of diplomas, namely, high school, grammar school, kindergarten, and special certificates; (d) to revoke or suspend diplomas and certificates; (e) to designate some educational journal as the official organ of the department of public instruction.

3. Classifies the public schools of California into three classes, namely: high schools, technical schools, and grammar and primary schools.

4. Provides for the meeting of the county board of education. These boards have power to, (a) adopt and enforce rules of examination; (b) grant four kinds of certificates—high school, grammar school, kindergarten and special. They may also grant permanent certificates under certain restrictions. Certificates that are not permanent shall be valid for six years.

This board has also power to adopt a list of books and apparatus for school libraries, except in cities.

5. City boards of education are provided for in cities of the first, second and third classes.

### ANNUITIES.

Chapter 230, provides for the payment of annuities to teachers who have been contributors to the annuity fund and who have taught in the schools of California for thirty years.

The annuitants are divided into six (6) classes—the annuities of each depending upon the length of time and the amount he has contributed to the fund.

### HIGH SCHOOLS.

Chapter 146, provides for the establishment of high schools in cities, incorporated towns or districts, upon petition by a majority vote of the qualified electors.

### RESTRICTIONS UPON RECITATIONS AND HOME STUDY.

Chapter 238, provides in what branches instruction must be given. In addition to those provided for in the Iowa law, the following are mentioned: "*Nature Study*," and "*Humane Education*."

This chapter provides further, that no more than twenty recitations per week shall be required of pupils in the secondary schools, and no pupil under the age of fifteen years in any grammar or primary school shall be required to do any home study.

#### COLORADO—PARENTAL OR TRUANT SCHOOLS.

Chapter 98, laws of 1901, provides for the establishment and maintenance of parental or truant schools in cities having a population of 100,000 or more.

Children found guilty of habitual truancy, or a persistent violation of the rules of the public schools by the judge of the county court, shall be sent to such schools—the cost of board and clothing to be paid by the parent or guardian of such child.

Boards of education in cities of 25,000 people or over, and less than 100,000, may upon a vote of a majority of the legal voters of such city also establish such schools.

#### ILLINOIS—HIGH SCHOOL DISTRICTS.

Act of May 11, 1901, provides for the creation and maintenance of a 'High School District' out of two or more adjoining townships or school districts.

#### TEACHERS' AND EMPLOYES' PENSION FUND.

The act of May 31, 1895 is amended to read as follows: The board of education in cities having a population exceeding 100,000 inhabitants, shall have power, and it shall be the duty of said board, to create a public school teachers', and public school employees' pension and retirement fund, and for that purpose shall set apart the following money, to-wit:

1. An amount not exceeding one per cent per annum of the respective salaries paid to teachers, which amount shall be deducted in equal installments from said salaries at the regular time for the payment of such salaries.

2. All moneys received from donations, legacies, gifts, bequests, or otherwise, on account of said fund.

3. All moneys which may be derived from all other sources, but no tax shall ever be levied for said fund.

#### INDIANA—ESTABLISHING JOINT DISTRICTS.

Chapter 42, laws of 1901, provides for the consolidation of two or more adjacent school corporations; said consolidation to be made by the school trustees of the respective districts, upon proper petition to them.

#### MINIMUM WAGES.

Chapter 245, 1901, provides that the daily wages of teachers for teaching in the public schools and attending county and township institutes shall not be less than an amount determined by multiplying two and one-half cents by the general average of scholarship and success given the teacher on his highest grade of license at time of contracting.

#### SCHOOL CORPORATIONS MAY ACQUIRE PROPERTY BY GIFT, BEQUEST, ETC.

See chapter 241, laws of 1901: The interests, rents, or other proceeds of such gifts or bequests shall not be devoted to the payment of any debts of the corporation, nor to the payment of salaries, or wages of teachers, nor

for the purchase of ordinary school libraries or supplies; but the same may be devoted to any "public educational or *public library* or kindred purpose" — it being the main purpose of this act that income shall be used in giving "to school children the public educational and library advantages that could not be enjoyed if only the school and library revenue and income provided by law were available."

#### KINDERGARTEN SCHOOLS.

Chapter 84, laws of 1901, provides for the levy of a special tax of one cent on each \$100 on the property in cities of more than 6,000, for the support of free kindergarten schools.

#### KANSAS.

Chapter 245, laws of 1899, provides that a person to be eligible to the office of county superintendent must hold a first or second grade certificate or state certificate, or be a graduate of an accredited college or normal school, and must have taught at least eighteen months.

Chapter 191, laws of 1901, provides that the county superintendents shall receive \$1 per school for each school actually visited as traveling expenses.

Chapter 307, laws of 1901, authorizes the county superintendent in any county, upon proper petition, to disorganize partially depopulated school districts in his county, and also provides for the consolidation of such districts.

#### CONVEYANCE OF PUPILS.

The same chapter also contains this provision: That in any school districts where there are pupils residing three or more miles from the school house, the school board of such districts shall allow to the parent or guardian of such pupils a sum not to exceed 15 cents a day for not to exceed 100 days in each year as compensation for conveying such pupils to and from school."

#### TRANSPORTING SCHOLARS.

Chapter 305, section 1, laws of 1901, provides for the uniting of two or more adjacent school districts.

Section 2 of said chapter provides: "The board of directors herein before mentioned are hereby authorized to provide for the transportation of the children living two or more miles from the school to and from the schoolhouse in the district, under such rules and regulations as said board of directors may prescribe.

#### DISCONTINUANCE OF SCHOOLS.

Chapter 306, laws of 1901, authorizes the school board of any district, with the concurrence of the county superintendent, to discontinue the school in such district and provide for the sending of the children of such district to another school.

Chapter 304, laws of 1901: "Any person being related to a school district officer as husband or wife, son or daughter, shall not be eligible to the position of teacher in such school district, unless employed by an unanimous vote of all the members of such board.

## COUNTY BOARD OF EXAMINERS.

Chapter 303, laws of 1901, provides for a board of county examiners, consisting of the county superintendent, who shall be *ex-officio* chairman, and two competent persons, holders of first grade certificates or state certificates.

Said examiners to be appointed by the county commissioners on the nomination of the county superintendent, and to serve one year and to receive three dollars per day for not to exceed four days in any one quarter of the year.

## SCHOOL APPARATUS.

Chapter 176, laws of 1899, makes it unlawful for school boards to buy, and chapter 308, laws of 1901 makes unlawful for any person to sell school apparatus unless such apparatus shall have been submitted to the school text book commission of the state and approved by them.

MINNESOTA.—ORGANIZATION OF INDEPENDENT DISTRICTS BY THE CONSOLIDATION OF TWO OR MORE ADJOINING SCHOOL DISTRICTS, AND THE TRANSPORTATION OF CHILDREN TO AND FROM SCHOOL AT PUBLIC EXPENSE.

Chapter 262, laws of 1901, provides for the organization of independent school districts by the consolidation of two or more adjoining school districts.

The board of education of any district, organized under the provisions of this chapter, shall have power to provide for the transportation of children to and from school at public expense, subject to such rules and regulations as they may adopt; *provided, however*, that every person employed for this purpose shall be required to give a reasonable bond for the faithful discharge of his duties as prescribed by said board of education.

## COUNTY SUPERINTENDENTS' TRAVELING EXPENSES.

Chapter 341, laws of 1901, authorizes the county commissioners to allow to the superintendent of schools a sum not exceeding \$250 in any one year as traveling expenses, provided the salary of such superintendent does not exceed \$1,200 per annum.

## CERTIFICATES.

Chapter 160, laws of 1901, provides that the certificate of a state normal school in Minnesota to the effect that the holder has completed the three years' certificate course in that school, shall, when approved by the superintendent of public instruction, entitle the holder to a certificate of the first grade.

## TRUANT OFFICERS.

Chapter 156, 1901, amends chapter 226, laws of 1899, and prescribes more definitely the duties of truant officers in relation to the enforcement of the compulsory attendance law.

## MISSOURI.—STATE LIBRARY BOARD.

The act of March 20, 1901, creates a State Library Board to consist of five members. The state superintendent shall be a member and *ex-officio* chairman.

Said board shall select, classify and recommend a list of suitable books for school libraries, supplementary reading and school reference books.

For the purpose of purchasing school libraries, supplementary and reference books, district boards of directors shall set aside out of the levy made for incidental purposes, not less than five nor more than twenty cents per pupil enumerated in the district each year, which shall be spent under the direction of the board in purchasing books from the list selected.

#### FIRE ESCAPES.

Act of March 27, 1901, requires that school buildings of three or more stories be equipped with fire escapes.

#### COUNTY BOARD OF EDUCATION.

Act of March 9, 1901, provides for a county board of education consisting of three members as follows: 1. The county commissioner of schools; 2. One member appointed by the county court; 3. One member to be appointed by the state board of education, for two years.

This board has power to adopt a course of study for use in all the public schools in the county, except in cities having more than 1,000 children of school age.

They have authority to examine teachers and grant certificates.

They shall arrange for a teachers' institute for a term of not less than ten days.

Attendance upon institutes is made obligatory unless the person is absent attending school at the time the institute is held.

The state board of education shall prepare, for use in the county institutes, outlines of work in school management (including use of course of study and record keeping) methods of teaching the common school branches and general pedagogy.

#### CONSOLIDATION.

Act of March 22, 1901, provides that three or more common school districts, or village district having less than 200 children of school age, together with two or more adjoining districts, may be consolidated into a new district for the purpose of maintaining both primary schools and a high school.

#### NEBRASKA—OUT BUILDINGS.

Chapter 61, laws of 1899, requires boards of directors to erect and keep in good repair and in clean and healthful condition at least two separate water closets on each school house site.

#### FREE ATTENDANCE AT PUBLIC HIGH SCHOOLS.

Chapter 62, laws of 1899, provides for the free attendance at public high schools of such persons as shall have completed the common school course and whose education cannot profitably be carried further in the public school of the district of the pupils residence. The expenses of tuition shall be paid from the general fund in each county.

#### COMPULSORY ATTENDANCE.

Chapter 67, laws of 1899, makes it unlawful for any parent or guardian to neglect or refuse to cause or compel any person or persons who are or

may be under their control as children or wards to attend some public, private or parochial school for a term of twelve weeks or more during each successive year from the time said children are eight until they are fourteen years of age, unless they are prevented by illness, poverty, inability, or by reason of already being proficient from attending such school. The directors and secretary are charged with the enforcement. The penalty is a fine of not less than \$10 nor more than \$50.

#### NEW YORK.

Chapter 418, laws of 1900, appropriates \$18,000 for the purpose of carrying out the provisions of law relating to COMPULSORY EDUCATION.

#### UNIFORM SALARIES.

Chapter 751, 1900, provides for a scale of uniform salaries of teachers in New York City.

Salaries shall be fixed by the board of education, and shall be regulated by merit, grade of class taught, length of service, experience in teaching, etc.

Such by-laws shall establish a uniform schedule of salaries for the supervising and the teaching staff throughout all burroughs, which schedule shall provide for an equal annual increase of salary of such an amount, that no kindergartner, or female teacher of a girl's class other than those teaching grades of the last two years in the elementary schools shall, *after sixteen years of service* in said schools, receive less than \$1,240 per annum, etc., etc.

#### TEACHERS' INSTITUTES AND TRAINING SCHOOLS.

Chapter 418, laws of 1900, appropriates \$50,000 for the maintenance of teachers' institutes (presumably for two years).

The same chapter also appropriates \$80,000 for the training of common school teachers in the academies and union schools designated by the superintendent of public instruction, and for the professional training of teachers in the cities and villages of the state employing a local superintendent of schools.

#### NORTH DAKOTA—SCHOOL OFFICERS' MEETING.

Chapter 84, laws of 1901, makes it incumbent upon the county superintendent to arrange for and hold meetings with the school officers of his county.

The same chapter provides that each member of the school board shall be paid the sum of \$8 per annum, less \$2 for each regular meeting which he fails to attend.

#### EXAMINATION OF TEACHERS.

Chapter 85, laws of 1901, makes it the duty of the superintendent of public instruction to prepare or cause to be prepared all questions for the examination of applicants for teachers certificates, both county and state, and to prescribe rules for the conduct of all examinations.

It is also made the duty of the superintendent of public instruction to examine, mark and file all answer papers submitted by candidates for certificates, which answer papers shall be forwarded to him by the county superintendent immediately after the close of each examination.

Superintendent of public instruction may appoint clerical assistants to do such work.



## AGE OF APPLICANTS

No certificate shall be issued to any person under eighteen years of age.

No first grade certificate shall be issued to any person who is under twenty years of age, and who has not taught successfully twelve school months.

## OHIO.

ACT OF APRIL 16, 1900.

*To provide for the centralization of township schools and provide a high school for the same.*

SECTION 1. "Centralization" is defined as a system of schools in a township providing for the abolishment of all sub-districts and the conveyance of pupils to one or more central schools.

SEC. 2. Provides for the submission of the question of centralization to the electors of the township district, upon petition of one-fourth of the electors. If more votes are cast in favor of centralization than against it, it becomes the duty of the board to at once carry out said vote by purchasing a site or sites, if necessary, and erect a suitable building.

SEC. 8. Boards of education in township districts organized as provided for by this act are required to maintain and support a graded course of instruction and may include a high school course of not less than two years; they are also required to furnish transportation to and from school, to all pupils living more than three-fourths of a mile from the central building.

## TEACHERS' PENSIONS.

Section 3897 of the revised statutes, as amended by act of April 16, 1900, provides for the pensioning of city teachers who shall have taught for a period of thirty years; *provided*, that three-fifths of said time or service shall have been rendered in the public schools of the city where the teacher is engaged at the time of retirement.

The rate of pension to be \$10 for each and every year of service such teacher has rendered—to be paid annually. The teacher is required to contribute to a pension fund not to exceed \$600—or a sum equal to \$20 for each year taught. Two dollars a month shall be deducted from the salaries paid to teachers in cities.

## PENNSYLVANIA,

Chapter 37, laws of 1899, empowers school directors of the several townships to exercise the powers of a board of health in each township, and to make rules and regulations to prevent the spread of contagious or infectious diseases.

## MINIMUM SCHOOL TERM.

Chapter 26, laws of 1899, extends the minimum school time in any one year to seven months.

## SOUTH DAKOTA—STATE SUPERVISION.

Chapter 113, Laws of 1901, provides among other things:

(a) The Superintendent of Public Instruction shall prepare all questions for the examination of teachers by the County Superintendents.

(b) Shall prepare a list of the names of institute conductors, from which list County Superintendents shall select.

(c) Call a meeting of institute conductors once a year.

(d) Shall have power to grant state certificates and state diplomas.

(e) State certificates are valid for five years. Candidates must present satisfactory evidence of three years successful teaching experience and pass a satisfactory examination in the following branches: Algebra, geometry, natural philosophy, physiology and hygiene, drawing, civil government, didactics, general history and American literature. State diplomas may be granted to persons who have had ten years successful experience as a teacher and who are graduates of a reputable college or normal school, and passes an examination in such branches as may be selected by the Superintendent.

(f) The fee for state certificates is \$5 and for state diplomas \$10—one-half to be returned in case of failure.

#### COUNTY SUPERVISION.

(a) No first or second grade certificate shall be issued to any person under eighteen years of age; no third grade to any person under seventeen.

(b) County Superintendent shall require the district school officers of his county to assemble at one or more convenient locations, between the first days of December and April, for the purpose of discussing questions relative to their official powers and duties.

(c) May close any school on account of contagious disease.

(d) Shall examine the accounts of district officers and advise them as to the proper form of keeping such accounts.

(e) The County Superintendent shall receive five cents per mile each way for every mile necessarily traveled in attending County Superintendent's meetings.

#### COMPULSORY ATTENDANCE.

Parents and guardians are required to send children between the ages of eight and fourteen years to some public day school at least twelve weeks each year.

The penalty is a fine of not less than \$10 nor more than \$20 for each offense. Like attendance and pursuit of same studies at a private day school is a compliance. Attendance is excused when the child's physical or mental condition is such that in the opinion of a competent physician such attendance is inexpedient.

#### EMPLOYMENT OF CHILDREN.

The employment of any child between the ages of eight and fourteen years, in any mine, workshop or mercantile establishment is prohibited.

#### WISCONSIN.

Chapter 357, laws of 1901, authorizes boards of directors in cities to elect a superintendent for three years.

The superintendent shall be an advisory member of every committee.

#### TRANSPORTATION.

Chapter 351, laws of 1901, amends section 430, *laws of 1898*, by giving the annual meeting power to vote a tax for the purpose of providing for the

free transportation of any or all children residing in the district, by most direct route, to and from the school house in the district.

#### EXAMINATION OF TEACHERS.

Chapter 439, laws of 1901; (a) makes it unlawful for any county superintendent to endorse a certificate issued by another superintendent, nor to extend the life of any certificate beyond the limits fixed by law; (b) provides for the preservation of examination papers by the county superintendent.

#### INSPECTION OF HIGH SCHOOLS.

This chapter also provides for the appointment, by the state superintendent, of two persons to assist him in inspecting and supervising the state graded and free high schools.

#### COURSE OF STUDY.

The same chapter also requires the state superintendent to prepare a course of study suitable to be pursued by all state graded schools. This course of study shall be followed by all state graded schools, as one condition of receiving special state aid.

First class graded schools receive \$300 annually from the general fund of the state. Second class graded schools receive \$100 annually.

#### HEALTH INSPECTION.

Chapter 225, 1901, makes it the duty of local boards of health to inspect the school houses and public buildings within the district over which they have jurisdiction. Chapter 349 requires that school houses more than two stories high be provided with fire escapes.

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# **CHAPTER IV.**

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## **IOWA STATE TEACHERS' ASSOCIATION.**

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**MINUTES OF FORTY-SIXTH ANNUAL SESSION  
DECEMBER 26-28, 1900.**

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**REPORT OF COMMITTEE OF TWELVE.  
REPORT OF COMMITTEE ON RESOLUTIONS.  
REPORT FROM EDUCATIONAL COUNCIL.  
OTHER TEACHERS' ASSOCIATIONS.**

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# **IOWA STATE TEACHERS' ASSOCIATION.**

**FORTY-SIXTH ANNUAL SESSION—DECEMBER 26, 27, 28, 1900.**

**WEDNESDAY EVENING, DECEMBER 26.**

W. F. Chevalier of Red Oak, chairman of the executive committee, called the association to order. The invocation was given by the Rev. J. E. Cathell, which was followed by music by the boys of the East Des Moines schools. Principal W. O. Riddell, of the West Des Moines High School, was introduced and gave the president's annual address. Mrs. Margaret Weber then sang "The Flowers Are All Aglow, My Love." On account of sickness, President W. R. Harper, of Chicago University, was unable to be present, but Dr. Small, of the same institution, gave an address upon "Sociological Elements in Education." President Riddell appointed the following committees:

## **RESOLUTIONS.**

Dr. Thos. Nicholson, Mt. Vernon.	Supt. F. H. Bloodgood, Waterloo.
Pres. W. M. Beardshaer, Ames.	Prof. D. S. Wright, Cedar Falls.
County Supt. Agnes J. Robertson, Cherokee.	Supt. C. C. MaGee, Carroll.
Supt. H. E. Kratz, Sioux City.	Prof. Amos. N. Currier, Iowa City.
Prin. W. C. Van Ness, Denison.	County Supt. J. B. Shorett, Harlan.

## **PRESIDENT'S ADDRESS.**

Prin. Abbie S. Abbott, Cedar Rapids.	Pres. H. H. Seerley, Cedar Falls.
Prin. M. A. Reed, Woodbine.	Miss Cordelia Kyle, Des Moines.
Prin. Eugene Pierce, Ottumwa.	Mrs. E. B. Wilson, Jefferson.
Prin. J. F. McCowan, Marshalltown.	Supt. W. I. Simpson, Sheldon.
Miss Evelyn Miller.	

## **LEGISLATION.**

To serve one year on account of the resignation of A. A. Taylor, County Supt., G. U. Gordon, Clinton.	To serve three years, Supt. W. N. Clifford, Council Bluffs.
	Supt. A. W. Stuart, Ottumwa.

## **TEACHERS' POSITIONS.**

Prof. Hill M. Bell, Des Moines.

## **FINANCE.**

Supt. H. C. Hollingsworth, Albia.

**THURSDAY MORNING, DECEMBER 27.**

Meeting was called to order by President Riddell. Prayer was offered by Rev. H. O. Breeden, of Des Moines, after which "Coronation" was sung, led by Miss Harriet Garton, of East Des Moines, who had charge of the music for the Association.

The report of the Legislative Committee was called for, but they had no report to make.

Supt. D. M. Kelley, of Cedar Falls, read a paper on the subject "Some Moral Questions for the Schools." The discussion was led by Supt. J. E. Williamson, of Fairfield.

A paper on "The School of the Twentieth Century" was read by Supt. S. H. Sheakley, of Des Moines. The discussion of the first paper was continued by Mr. Coleman, at the request of Mr. Tolle, after which a "Motion Song" was given by the primary pupils of East Des Moines.

An address upon "Arithmetic, and How to Teach It," was given by Supt. W. W. Speer, of Chicago, the discussion of which was led by A. W. Rich, of Cedar Falls.

On motion of Mr. Simpson, the time which Mr. Rich had for the discussion of this paper was extended ten minutes.

Prof. Nicholson gave a report of the Committee of Twelve, on "High School Course of Study and High School Manual."

On motion of Supt. J. J. Dofflemyer, of Marion, all the committee asked for was granted.

Supt. Sheakley gave a twenty-four-hour notice of a proposed amendment to the Constitution of the Iowa State Teachers' Association, as follows:

Resolved, That Article 7 of the By-Laws of the Iowa State Teachers' Association be stricken out and the Article now numbered 8 be numbered 7.

The following by Supt. F. T. Oldt, of Dubuque, was read and adopted:

Resolved, That whenever the Committee of Twelve, which is charged with the preparation of a high school manual, shall have so matured the work as to convince the Executive Committee of the General Association that it is worthy of publication, said Executive Committee is hereby instructed to allow a sum not exceeding \$250.00 for its publication and distribution.

#### THURSDAY EVENING, DECEMBER 27.

Meeting was called to order by President Riddell, after which prayer was offered by Rev. J. A. Wirt. The following musical program was then rendered: "A Voice of Western Winds," and a "Boat Song," by the Girls' Glee Club of East Des Moines. Miss Grace Lavinia Clark sang "When Celia Sings" and "The Maids of Cadiz." Simpson College Glee Club sang "The Red and Gold," "Annie Laurie" and were enthusiastically encored.

The address of the evening was given by Dr. Newell Dwight Hillis, of New York, on the "Quest of Happiness and Influence."

#### FRIDAY MORNING, DECEMBER 28.

The meeting was called to order by President W. O. Riddell, of Des Moines. "The Battle Hymn of the Republic" was sung, led by Miss Garton, of East Des Moines. Dr. Beardshear, of Ames, then made an announcement in regard to the National Educational Association of 1901, to be held in Detroit.

On motion of Supt. Kratz, of Sioux City, Dr. Beardshear was appointed N. E. A. Director for Iowa.

A motion made by Supt. H. E. Kratz that not to exceed \$100.00 should be allowed by the State Association, for the maintenance of the Iowa headquarters of the N. E. A., was lost.

The report of the Committee on President's Address was given by Prin. Abbie S. Abbott, of Cedar Rapids, and adopted on motion of Supt. A. B. Warner.

The report of the Secretary from the Educational Council was given by Prof. M. F. Arey, and adopted on motion of Supt. A. V. Storm.

The Committee on Resolutions made its report, which was adopted on motion of Supt. H. C. Hollingsworth, of Albia.

A paper on "Iowa High Schools," was given by President R. C. Hughes, of Tabor College. This paper was discussed by Principal W. D. Wells, of Davenport, and Principal G. A. Axline, of Humeston. President H. H. Seerley, of Cedar Falls, gave an address upon "Etiquette of the Profession," discussed by Supt. A. W. Merrill, of Waverly. The seventh grade pupils of the East Des Moines schools then gave two fine selections of music, which were highly appreciated by all. Miss Mary A. Blood, Principal of the Columbia School of Oratory, was then introduced and gave a paper on "Reading."

The State Superintendent's annual address was then given by the Hon. Richard C. Barrett.

FRIDAY AFTERNOON, DECEMBER 28,

Song, "Iowa, Beautiful Land," (words by Tacitus Hussey, of Des Moines, music by Judge Towner, of Corning), was sung, led by Miss Garton and the Ladies Club of East Des Moines.

Short talks on "Kindergarten," were given by H. H. Seerley, "The Next Step Forward," Supt. F. T. Oldt, "Kindergarten," and Mrs. A. L. Frisbie, on "The Kindergarten From a Mother's Standpoint." The discussion was continued by Miss Phillips, of Des Moines, and Supt. A. V. Storm, of Cherokee.

The following telegrams were received:

YANKTON, S. D., December 27, 1900.

*State Teachers' Association, Des Moines, Iowa:*

The State Teachers' Association, of South Dakota send greetings and best wishes.

(Signed)

S. C. HARTRANFT, *President.*

MILWAUKEE, WIS., December 28, 1900.

*Iowa State Teachers' Association, Des Moines, Iowa:*

The Wisconsin Teachers' Association (1,200 strong), sends greetings.

(Signed)

W. M. PARKER, *President.*

LINCOLN, NEB., December 27, 1900.

*Iowa State Teachers' Association, Des Moines, Iowa:*

The Nebraska State Teachers' Association with its record-breaking enrollment, sends greeting to its sister state on the east.

(Signed)

PRESIDENT OF THE ASSOCIATION.

ST. PAUL, MINN., December 27, 1900.

*Iowa State Teachers' Association, Des Moines, Iowa:*

The Minnesota State Teachers' Association (1,800 strong), sends greeting to the teachers of Iowa.

(Signed)

BY THE PRESIDENT.

An address by President Geo. E. MacLean of the State University, "The Iowa Educational Creed and Deed," was then given; this was followed by music from the Ladies' Club of East Des Moines. W. H. Council, Presi-

dent of the Agricultural and Mechanical College of Normal, Alabama, addressed the Association upon "The Negro As He Is."

The report of the Committee on Finance was then given by Professor M. F. Arey, and adopted on motion of County Superintendent Morrissey of Marshall county.

The Treasurer, Professor G. W. Sampson of Cedar Falls, gave his report which was accepted on motion of Professor A. W. Rich of Cedar Falls.

President H. H. Seerley of Cedar Falls made a motion that the Executive Committee make arrangements hereafter that the committee on "Teachers Positions" have a place of meeting where teachers wanting positions might meet them.

The following report was given by the Committee on Nominations, and adopted on motion of Superintendent Amos Hiatt of East Des Moines.

The Nominating Committee beg leave to submit the following nominations: President, A. W. Stuart, Ottumwa; First Vice-President, Professor J. P. Huggett, Coe College; Second Vice-President, Principal E. U. Graff, Red Oak; Third Vice-President, County Superintendent E. C. Lillie, Buchanan county. Member Executive Committee, Superintendent H. E. Kratz, Sioux City. Secretary, Professor W. F. Barr, Des Moines; Treasurer, Professor G. W. Samson, Cedar Falls. Members Educational Council, Superintendent A. T. Hukill, Waterloo, and Superintendent G. E. Finch, West Union.

GEORGE CHANDLER, *Chairman*.

S. L. THOMAS, *Secretary*.

The chair then appointed Professor G. W. Samson and Superintendent W. F. Chevalier, to escort the new President, Superintendent A. W. Stuart of Ottumwa, to the platform, who most cordially thanked the Association for the honor. Principal W. D. Wells made a motion that a committee of three, on Necrology, be appointed for the past years report. The chair appointed Principal W. D. Wells of Davenport, President H. H. Seerley of Cedar Falls, and Superintendent E. N. Coleman of Ft. Dodge. On motion of Professor M. F. Arey the incoming President is to choose a committee of three on Necrology to report at next years meeting.

Superintendent Coleman of Ft. Dodge moved to reconsider the motion of the morning session, "that a sum, not to exceed \$100.00 be allowed the director to maintain an Iowa Headquarters, at the N. E. A. at Detroit," and the motion for a reconsideration was carried.

On motion of Principal W. D. Wells of Davenport, the original motion was amended by adding the following: "and a detailed report of the expenditures of this fund be made by the Executive Committee to the General Association."

On motion of County Superintendent Morrissey of Marshall county, the Association adjourned, *sine die*.

W. O. RIDDELL, *President*.

CARRIE M. GOODELL, *Secretary*.

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## REPORT OF THE COMMITTEE OF TWELVE ON HIGH SCHOOL COURSES OF STUDY AND HIGH SCHOOL MANUAL.

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*To the Members of the General Association Iowa State Teachers' Association:*

Your committee according to instructions had 600 copies of the Final Report, containing



the course of study adopted last year, printed in the month of January. These have been exhausted for some time. The demand was unexpectedly large and the interest in the report has been lively.

We have been working on the Manual during the year. A sub-committee consisting of Professor J. H. T. Main, Professor J. J. McConnell and Miss Lydia Hinman began the work of securing the proper discussion of the various subjects early in the year. About twenty-five of the leading educators and specialists of the State were enlisted and much valuable matter has been furnished. At a meeting in November the committee thought it wise to secure the largest possible range of view on the various matters and subjects, and accordingly concluded to make a list of about one hundred of the best known superintendents, principals, and teachers in the State, and send out to them sections of the Manual containing the "write up" on subjects in which they were most interested and upon which they might be supposed most competent to pass judgment. The replies to these requests have been prompt, the criticisms have been valuable and the suggestions often of much weight. It is gratifying to the committee that the main tenor of the replies indicate satisfaction with the material as a whole. It is the purpose of the committee to give careful attention to these and other like suggestions, to have the reports revised in the light thereof and to spare no pains to make the Manual as practical and as helpful as possible.

The course of study adopted by this body last year was the result of much deliberation. It was not claimed as an absolutely ideal course, but it was considered a practical one, and possibly the best that could meet the diversity of interests and pass in our present educational conditions. Some misapprehension seems to prevail in certain quarters about the relations of this course to college entrance requirements. The committee said last year that the spirit of the colleges was to require subjects which they can get rather than those which they desire, provided the work is shown to have sound educational value and is sufficient in kind and quality. There was no promise that any possible election of High School Course from the subjects named would admit to all college courses without respect to the requirements for admission in the particular course, but there are some things which may in truth be said—Let us note:

1. Should a student take the course as outlined including four years of Latin and electing two years of Greek, German or French, and the solid Geometry, he could be admitted without conditions to any course in any one of the sixteen colleges of the College Department of the Association.

2. Should he take the four years of Latin and the full electives, inclusive of a second language, he could be admitted Freshman, credited ahead for his Solid Geometry, Trigonometry or Science, taken instead of the Greek, German or French, but conditioned on the required second language, so that his credits against college electives would fully offset his language deficiencies, and the student only have four years of college work. All the colleges have not yet adjusted themselves to this new condition, but the committee has assurances that all or at least all but one or two of them will do so in the very near future, if the High Schools continue to accept and work to the course. A little time must be allowed to colleges for readjustment as well as to the High Schools.

3. Realizing that the aim of the High School cannot wholly or chiefly be to fit for college and that, as a rule, the student will not remain more than four years in High School and four years in college, the course is so arranged that any student who completes and thoroughly prepares upon any course that can be framed out of the course and options outlined in the report of this committee last year, can enter the Freshman Class of any College of the College Department in some one or more of its courses, and that his work can be so adjusted that a student of ordinary ability can complete his college courses and any temporary conditions that may be imposed in four years of college work. We feel that this is all that can reasonably be asked at this time. The colleges propose to accept the High School course as a substantial *quid pro quo* for some one course, but do not contract to accept from high schools any possible combination of subjects for entrance to any possible course, any more than they accept from their own preparatory schools the subjects set down for the Scientific Course as full entrance requirements for their Classical Course. Their own academy students would be required to bring up the Greek, after entrance to the Freshman Class, if they insisted on having the A. B. degree. Should any college make a higher requirement than here stated, or a different one, it is pledged to expressly state such fact in its annual catalogue, and we are assured that not more than one or at most two colleges will have any disposition so to do. This will be a great step toward complete unification.

It is not to be expected that everybody will agree with every paper in the Manual or entirely with the course of study as laid down. We should never do anything if we waited for absolute agreement; but we are confident that it is the judgment of the great majority of those who have had opportunity to judge, and that it will be the judgment of the majority of teachers

interested, that this Manual will be a valuable contribution to High School progress in Iowa and that it will be a real aid to scores of High School teachers and to School Boards. In addition to the outline of subjects there will be chapters on important subjects relating to the general work by President Seerley, Professor McConnell, Mr. Dorcas, of the S. U. I., and an introduction by State Superintendent Barrett.

We ask that the committee be continued, that it be authorized to complete its work, and to fully prepare the Manual for publication.

Respectfully submitted in behalf of Committee.

THOMAS NICHOLSON, *Chairman.*

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### REPORT OF COMMITTEE ON PRESIDENT'S ADDRESS.

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It is the opinion of your committee that the address of President Riddell is a clear and able review of the educational achievements of the century, now closing, and a timely expression of what we may hope for the future. We briefly emphasize the following points:

First: It pays fitting tribute to the pioneers of education, those who worked to secure "an absolutely free school for every child in the nation and a competent teacher in every school."

Second: It recognizes the influence of Kindergarten work in modern education.

Third: We commend the suggestion that "the high school that is doing the most for the community, that supports it, is the best high school," also the thought that the work of the high school should be so arranged as to inspire its students to prepare themselves for the best mission they can fulfill in life.

Fourth: We indorse the idea "that making things too easy for boys and girls at school and at home will result in taking the fiber out of the nation."

Fifth: The address shows clearly the evils of the sub-district system and suggests as one remedy "free transportation to pupils to central schools."

Sixth: We indorse the following fundamental truths: "The teacher is of more consequence than the system." "A clean and beautiful school room is a refining influence, hardly less potent than the presence of a cultivated and high souled teacher." "It is of less consequence, what a boy knows, than what he is." "The school cannot take the place of the home." Finally we commend the earnestness, sincerity and liberal spirit of the address.

ABBIE S. ABBOTT,  
H. H. SEERLEY,  
CORDELIA KYLE,  
M. A. REED,  
W. I. SIMPSON,  
EUGENE C. PIERCE,  
*Committee.*

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### REPORT OF COMMITTEE ON RESOLUTIONS.

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Your Committee on Resolutions beg leave to report, First: That we hereby extend our thanks to the citizens of Des Moines for the work of the Association without expense to this body and for their manifold courtesies. Second, that we thank Miss Harriet Garton, the Simpson Glee Club, and other persons for the excellent music furnished, thereby adding to the pleasure of the Association. Third, that we extend our thanks to the press of Des Moines for their untiring efforts to give a complete and accurate report of all the proceedings of this body. Fourth, that we extend our thanks to the executive committee, the officers and the standing committees for their faithful work, caring for the interests of the Association in all its various departments. Fifth, that hereafter the Chairman of the Executive Committee shall be allowed a sum, not exceeding \$50.00, with which to employ a stenographer or clerk who will assist him in the arduous details of his office. Sixth, Whereas the Association is any year liable to meet conditions, arising from such unforeseen circumstances as an unprecedented storm, a railroad strike, or other such things as would make it impossible for the given year, therefore resolved, that we instruct the Executive Committee to place the sum of \$100.00 annually in a reserve fund, which may be used, ONLY, in such an emergency and which may be paid out, ONLY, by the vote of the General Association, as it is unwise to create a large fund which might become injurious to us in various ways. We further instruct the Executive Committee to report the principal and interest in this reserve fund, at each annual meeting, and to invite our special action upon the matter, whenever it shall amount to \$1,000.00. Seventh, we note with

pleasure the ever widening influence of the public and traveling library, and also of the efforts now being made in our state in the direction of centralization, and the transportation of pupils in rural districts, and we most cordially invite the careful painstaking and sympathetic investigations of these movements by all teachers and school boards, but especially of those who are charged with the care of districts which would be affected by it.

THOMAS NICHOLSON,  
W. C. VAN NESS,  
F. H. BLOODGOOD,  
W. M. BEARDSHEAR.

REPORT OF FINANCE COMMITTEE TO THE IOWA STATE  
TEACHERS' ASSOCIATION.

Your committee beg leave to report that the books and vouchers of the treasurer have been carefully examined and found to be correct, and the balance on hand in the treasury corresponds to the balance found in his books, namely, three hundred fifty-two dollars and twenty-two cents (\$352.22).

The following bills have been presented:

1. Thos. Nicholson, printing.....	\$ 3.00
2. Lura Phillips, Rd. and Phys. Tr. R. T.....	2.75
3. C. P. Colgrove, postage.....	1 62
4. Snyder & Hurd, printing.....	4.50
5. Carrie M. Goodell, salary, postage and envelopes.....	28.30
6. S. H. Sheakley, carriage.....	.75
7. M. F. Arey, postage secretary, Ed. C.....	1.00
8. J. L. Z. (Pen and Dr. Section) postage.....	1.10
9. Prof. Freer, report of Ed. council committee for 1899 and 1900.....	26.48
10. W. F. Chevalier, executive committee.....	534.25

All of the above bills have been investigated and approved, and their payment is recommended. Respectfully submitted,

M. F. AREY,  
W. D. WELLS,  
*Finance Committee*

TREASURER'S REPORT, DECEMBER 21, 1900.

Receipts.

Balance last report.....	\$ 250.27
Enrollment fees.....	1,355.00
Savery Hotel Co.....	25.00
Des Moines citizens.....	90.00

Total..... \$1,720.27

Paid.

For lectures.....	\$ 299.25
For printing.....	481.40
For secretary's salary and expense.....	60.05
For hall rent.....	90.00
For monograms and electros.....	4.39
For expenses Thos. Nicholson.....	22.45
For West Supply Co., buttons.....	21.39
For R. R. secretary.....	10 30
For enrolling committee.....	31.75
For prizes.....	35.00
For W. M. Beardshear, N. E. A.....	100.00
For W. O. Riddell, expense local committee.....	8.75
For executive committee expenses.....	182.47

For legislative committee, per Henry Sabin .....	19.89
For postage to date.....	.96
<b>Total.....</b>	<b>\$1,368.05</b>
<b>Balance on hand.....</b>	<b>352.22</b>
<b>Total.....</b>	<b>\$1,720.27</b>

Respectfully submitted,

G. W. SAMSON, *Treasurer.*

## REPORT OF THE SECRETARY OF THE EDUCATIONAL COUNCIL.

DES MOINES, IOWA, December 27, 1900.

Final action was taken upon the following portions of the report of the Committee on Examinations—School, College Entrance and Teachers. That part pertaining to Teachers was reported back to the committee for another year's consideration.

## FINAL REPORT OF THE SECOND YEAR COMMITTEE OF THE EDUCATIONAL COUNCIL OF THE IOWA STATE TEACHERS' ASSOCIATION.

**TOPIC: EXAMINATIONS—SCHOOL, COLLEGE ENTRANCE AND TEACHERS.**

### I. Introductory.

#### 1. Definitions.

- 1) Examinations are written or oral exercises employed to assist in ascertaining the scholarship, the general ability, and the reserve power of those examined, or to determine their fitness to enter upon new courses of study or to perform particular duties.
- 2) "Examinations may be described as systematic and logically pursued tests of the knowledge and capacity of the persons examined, made by one who has an intelligent understanding of the subject."
- 3) "An examination is simply a focusing and a systematizing of that process which has been going on more diffusely every day of the school term."

#### 2. The legitimate objects of examinations are:

- 1) As a test
  - (1) Of the knowledge and power of the one examined.
  - (2) Of the value and thoroughness of the instruction imparted.
  - (3) Of the ability of the pupil to use what he has learned.
- 2) As a means of information
  - (1) Of the fitness of candidates to take up certain studies or to enter upon a special work.
  - (2) To obtain desirable data for reports and records.
  - (3) To aid in grading and classification.
- 3) As an educational process
  - (1) To cultivate the ability to think clearly.
  - (2) To train in the art of correct and elegant expression.
  - (3) To develop the power of concentration and of working under pressure.

**3. Limitations and observations.****1) It is conceded**

- (1) That the examinations are not the only test of proficiency.
- (2) That the advantages of examinations are not always realized and that satisfactory results have been obtained in some schools where formal examinations have been discontinued.
- (3) That examinations are valuable or harmful according to the spirit and intelligence and skill which direct them.

**2) It is recommended**

- (1) That examinations should not be frequent, nor unreasonable in character.
- (2) That examinations should be so conducted as to relieve pupils in a large measure of physical discomfort and mental disquietude.
- (3) That the examination should not be so over-valued as to create the impression that it is more important than regular school work.
- (4) That the moral sentiment of the school should be good and that pupils should not be tempted to cheat, either by a careless manner in conducting the examination, or by assigning an artificial value to its result.

**3) Furthermore**

- (1) Wisdom and good judgment must be exercised in the preparation of questions and discrimination and a kindly spirit are necessary in the grading of answers.
- (2) Examinations should seek for general principles rather than for specific facts, for comprehensive statements rather than isolated details.
- (3) A combination of the daily work and the examination will best determine pupils' competency and their fitness for promotion.

**4. Benefits of examination to those examined under limitations and conditions as above will****1) Increase power**

- (1) In applying principles to new phenomena and facts.
- (2) In discriminating between the essential and non-essential; the important and unimportant; the general and particular.
- (3) In combining the disconnected and fragmentary into a vital, organic unity.
- (4) In commanding knowledge and utilizing reserve force.

**2) Augment knowledge**

- (1) By furnishing opportunity of impressing it more deeply through repetition.
- (2) By inculcating in pupils a habit of testing their own work, thereby;
  - (a) Either confirming a high standard of scholarship and thus inviting to further acquisition, or,
  - (b) Stifling conceit and thus causing more strenuous exertion.

## II. School Examinations.

1. When the examination is made to form the chief basis for promotion, it is harmful and pernicious.

2. Written work is to be commended as a helpful adjunct in school work, and is essential to best results.

3. The complex question of promotion of pupils belongs with the teacher, for no one else has the intimate knowledge essential to a correct judgment. If he lack in ability or integrity, the only real remedy lies in a change of teacher.

4. The examination as a school exercise used to arouse the interest of the pupils offers very little that is good, frequently sets up false standards of success, and perverts the work of the school.

5. While the results of examinations may disclose in some measure the efficiency of the teacher's instructions, his real worth is shown by the growth in character, knowledge, skill and power of the pupil while under his care.

Submitted by members of sub-committee.

W. F. BARR,	GEORGE S. DICK,
CORDELIA KYLE,	W. A. DORON,
S. H. SHEAKLEY,	A. V. STORM,
	E. N. COLEMAN,
	<i>Chairman.</i>

## III. College Entrance Examinations.

1. All persons applying for admission to college may be classified as follows:

- (1) Students from secondary schools not giving full or thorough preparation, from private tuition, or self instruction.
- (2) Students from standard or accredited secondary schools.

2. Students of the first class mentioned above should be examined as provided for by the college to which they desire admission. Uniformity of entrance requirements is highly desirable, but the discussion of this point is not included in the subject of examinations. Attention is called to the work of the Committee of the National Education Association on College Entrance Requirements, of the Iowa Committee on Unification of College Entrance Requirements, and the Iowa Committee of twelve on High School Course and Manual. The time, place and manner of holding examinations is a matter for the individual college.

3. (1) By a standard or accredited school, is meant a High School, Academy, or Preparatory School, in which the course of study and character of instruction is known to be such as to reasonably prepare its graduates to enter the freshman class of a standard college.

(2) The plan of an accredited secondary school list is approved, and the following suggestions made:

- (1) Such a list should be, so far as possible, the result of personal visitation and inspection.
- (2) There should be no permanent list. The list should be subject to yearly revision.

- (3) The grade of work actually done by graduates of accredited schools in college should effect the standing of such accredited schools.
- (4) Colleges should reserve the right to examine students from accredited schools in one or more branches, not as a condition of admission, but as a test of power and general scholarship, and as a basis for advice to such students in the selection of studies and the arrangement of courses. The studies of first importance for such examinations are English and mathematics.
- (5) Colleges should reserve the right to examine and re-classify any student admitted from an accredited school whose work, at the end of a reasonable time, is found unsatisfactory.
- (6) Some definite plan for the permanent maintenance and annual revision of the accredited list should be formulated by the General Association or by the College Section and Secondary Department in co-operation.
- (7) The fullest recognition should be given to the work already done by the committee upon Unification and by the State University, and the results of their work fully adopted for the present, and made the basis for further work, either by the same agencies or such other as may be instituted hereafter.

Respectfully submitted,

M. F. ARRY,  
*Secretary.*

The association of 1900 was one of the most successful in its history. Large and appreciative audiences were present at all of the sessions. About twelve hundred enrolled.

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### OTHER TEACHERS' ASSOCIATIONS.

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Since the publication of the last biennial report, associations have been held at Ottumwa, Sioux City, Clinton and Council Bluffs in 1900; and at Grinnell and Sheldon in 1901. These have been largely attended, inspirational in character, and productive of great good. Other similar associations will be held at Cedar Rapids and Council Bluffs in October of this year.

The addresses, papers, and discussions at these meetings were of a high order, and we think some greater effort should be put forth to preserve them. Properly, the proceedings of all of the state's great educational meetings, including the state association should be printed at the expense of the state, bound in a single volume, in sufficient numbers to supply those desiring copies. In no better way can we hope to preserve the educational history of the present day.



The State of Iowa was honored in 1901 by the election of President Wm. M. Beardshear of Ames to the presidency of the National Educational Association. The annual meeting for the year was held at Detroit, Michigan, in July and was attended by several hundred teachers and friends.

The following resolutions adopted by the association are given to show the trend of education in the United States.

#### DECLARATION OF PRINCIPLES.

The National Educational Association, now holding its fortieth meeting in the city of Detroit, and representing the teachers and friends of education throughout the country, makes the following statement of principles:

1. The problem of elementary education is the most important problem with which the state must deal. The progress and happiness of a people are in direct ratio to the universality of education. A free people must be developed by free schools. History records that the stability of a nation depends upon the virtue and intelligence of the individuals composing the nation. To provide for the universal education of youth is the duty of every state in the union.

All the residents of the territory under the direct control of the general government, including the Indian territory, Alaska, and our new possessions, must receive the benefits of free education at the hands of the government. We note with satisfaction the steps that have been taken by the present administration to place the blessings of American free schools within the reach of all the children of all the peoples under our flag.

2. The Bureau of Education, under the direction of William T. Harris, commissioner of education, has rendered invaluable service to the cause of education throughout the United States. It is the judgment of this association that the powers of this bureau should be greatly enlarged, and that the general direction of public education in all the territory of the United States not under state control, including our new possessions, should be part of the duties of the bureau. In no other way can the general government so quickly, economically, intelligently, and safely carry the benefits of popular education to the peoples *for* whose education it is immediately responsible.

3. We reiterate the statement that the public school should be the center of the educational life of the community in which it is located. Especially should this be true in rural districts. Here should be found the public library for the use of all; here the educational extension courses should draw the old and the young; here may literary and social meetings be held which will tend to uplift the mental, social and spiritual life of the people. Freed from the ravenous influence of partisan politics, untouched by the narrowness of rigid sectarianism, the public school should become the real center of the broader intellectual life, the educator of men and women beyond the school age, as well as the guide of childhood and youth.

4. The subjects that may properly be taught in the elementary schools include those that bear upon the ethical, physical, and aesthetic nature of the child, as well as his purely intellectual nature. Sober, industrious,



intelligent, honest, cultured citizenship should be the result of public school training in the United States.

5. Our system of education will not be wholly free until every grade of school, from the kindergarten to and including the university, shall be open to every boy and girl of our country.

6. The liberality of men of wealth in making large donations to institutions of learning is to be strongly commended and encouraged. At the same time it should be borne in mind that popular education rests upon the people and should look to them for its chief support and control. The relation between state and local support should be so adjusted that communities will maintain a deep and abiding interest in their schools.

7. The public school system of a state should be a unit from the kindergarten to and including the university, and all private institutions should endeavor to work in harmony with the ideals of public education so far as their special purpose will permit them. In order that public and private institutions of learning may more fully co-operate in the general work of education, the relation between these institutions should be more clearly defined than it is at the present time.

8. Legislation with respect to public education must not wait for public sentiment. It should lead public sentiment when necessary. Experience teaches that what people are compelled by law to do with respect to schools they readily learn to do without compulsion, but that they are usually slow to demand reforms which involve increased taxation. School legislation should, therefore, be under the general direction of educational experts.

9. The National Educational Association recognizes the principle that the child has the same right to be protected by law from ignorance as from abuse, neglect, and hunger, and it therefore records with approval that many of the leading states of the union have compulsory-education laws upon their statute books.

10. While many cities have at least partly solved the problem of school supervision, in most rural communities the problem is almost wholly unsolved. Close, constant, expert supervision of schools in both city and country is imperatively demanded, not only on account of the large financial interests involved, but also on account of the supreme importance of the teacher's work and the lack of a well-rounded preparation on the part of many teachers.

11. The National Educational Association watches with deep interest the solution of the problem of consolidating rural schools and transporting pupils at public expense, now attempted in many of our states. We believe that this movement will lead to the establishment of township and county high schools, and thus bring more advanced education to rural communities. We also believe that supplementary state support of rural high schools is in the highest interest of the entire state.

12. The state should support and control institutions whose object is the preparation of teachers for the public schools. Normal schools free to persons preparing to teach are an absolute necessity in a perfected system of education.

13. No one should be placed in charge of a school who has not been previously trained for the work of teaching. The plan of issuing teachers' certificates of low grade year after year is at best a makeshift and should be

discontinued whenever the state is sufficiently advanced in education to warrant its discontinuance. There should be a limit to the length of time a person can serve as an apprentice in the vocation of teaching.

14. We believe that the standards for school architecture, including the proper seating, heating, lighting, ventilation, and ornamentation of school buildings, should be as definite as the standards for teaching. The law should fix the dimensions and all other requirements of school buildings, as well as the size and character of school grounds.

15. The National Educational Association declares in the preamble to its constitution that its objects are "to elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States," and we again promise that the best efforts of this association and its members shall be given to the furtherance of these objects, in the firm conviction that in no place can we serve our country better than in her schools.



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## **CHAPTER V.**

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### **THE EDUCATION OF IOWA TEACHERS.**

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**STATISTICS RELATING TO TEACHERS.**

**MAP GIVING DATA FURNISHED BY COUNTY SUPER-  
INTENDENTS.**

**WHERE IOWA TEACHERS WERE EDUCATED.**

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## THE EDUCATION OF IOWA TEACHERS.

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The following tables were prepared from special reports submitted by county superintendents.

Of the 18,906 teachers necessary to supply the schools of the state in 1900, 6,367 were graduates of the schools enumerated and 6,616 had attended without graduating. Woodbury county failed to send a report, and it is not included in the above statement. Including from that county graduates and non-graduates who have attended higher schools of learning, there are found to be nearly six thousand persons teaching who have received only such scholastic instruction as is provided in the rural schools and the smaller cities and towns.



## THE EDUCATION OF IOWA TEACHERS.

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Of the 18,906 teachers necessary to supply the schools of the state in 1900, 6,367 were graduates of the schools enumerated and 6,616 had attended without graduating. Woodbury county failed to send a report, and it is not included in the above statement. Including from that county graduates and non-graduates who have attended higher schools of learning, there are found to be nearly six thousand persons teaching who have received only such scholastic instruction as is provided in the rural schools and the smaller cities and towns.





## STATISTICS RELATING TO TEACHERS—CONTINUED.

[illegible]





SUMMARY

WHERE IOWA TEACHERS WERE EDUCATED

NUMBER OF LICENSED TEACHERS WHO ARE GRADUATES OF—	Males.	Females.
The State University, Iowa City.....	62	76
The State Normal School, Cedar Falls.....	209	498
The State Agricultural College, Ames ..	49	48
Accredited high schools, seminaries or academies.....	497	3,294
Private normals, or denominational schools of Iowa.....	365	770
Any higher institution outside of Iowa.....	215	284
Total.....	1,397	4,970
NUMBER OF LICENSED TEACHERS WHO HAVE ATTENDED WITHOUT GRADUATING.		
The State University.....	69	109
The State Normal School .....	304	1,211
The State Agricultural College.....	82	77
Accredited high schools, seminaries and academies.....	297	1,556
Private normals, or denominational schools of Iowa.....	516	1,836
Any higher institutions outside of Iowa .....	158	401
Total.....	1,426	5,190



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# CHAPTER VI.

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## SCHOOL ARCHITECTURE.

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## SCHOOL ARCHITECTURE.

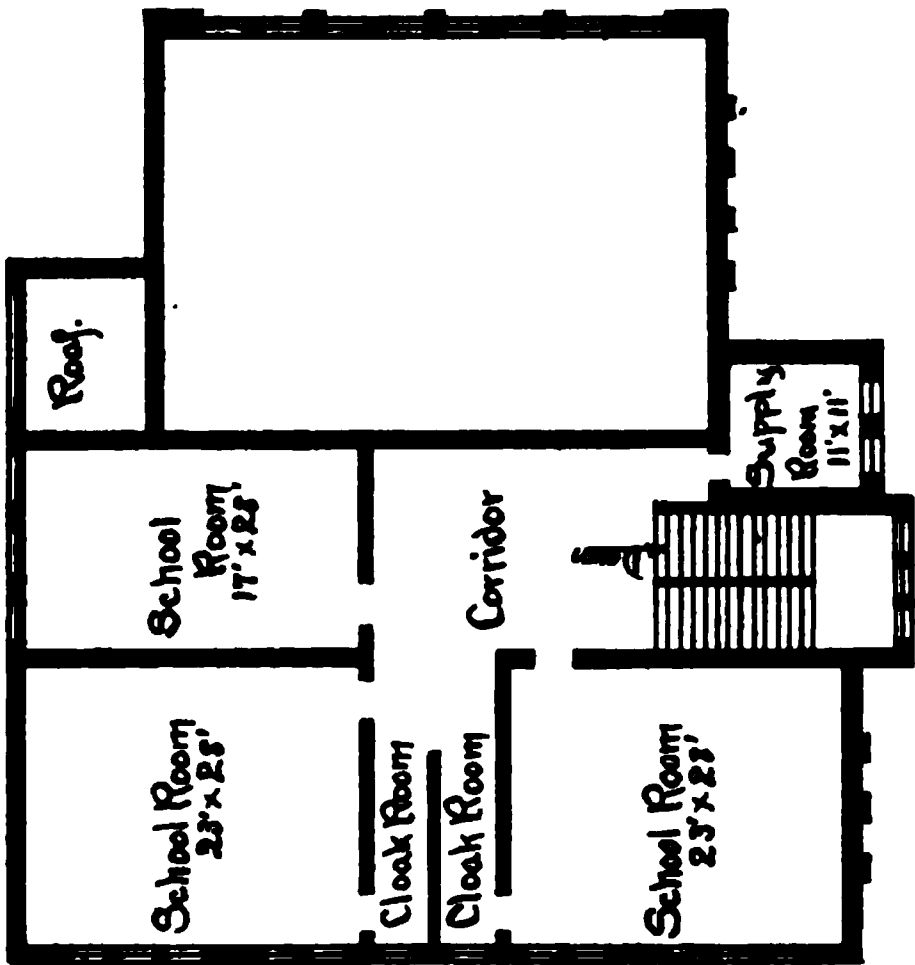
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Each year the beautiful is given more prominence in the educational world. School boards have not been unmindful of the value of the beautiful in the erection of school buildings during the last biennium. Not only has there been a continued improvement in school architecture in cities and towns, but in rural communities in many parts of the state the log house of former days was displaced years ago by the square or rectangular buildings, and these in turn are today are being replaced by beautiful modern buildings.

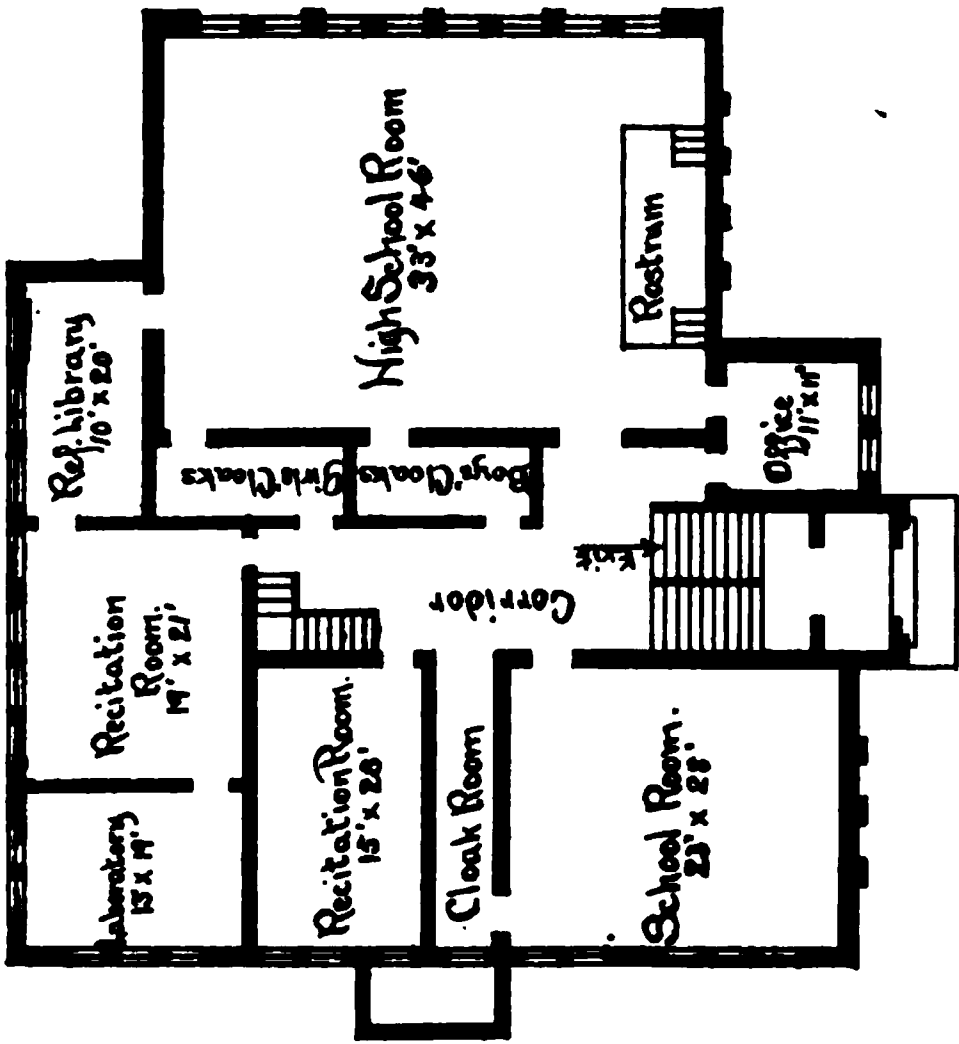
The accompanying cuts show that boards of directors are providing the most artistic edifices for the children, and at no greater expense than was formerly paid for the inartistic. The heating lighting and ventilating of school buildings is now thoughtfully considered in planning the construction of new structures. Boards of directors will, I trust, find this chapter of most practical value, as the schools under their supervision expand.



Glenwood, Mills County, cost in Brick, \$13,000.



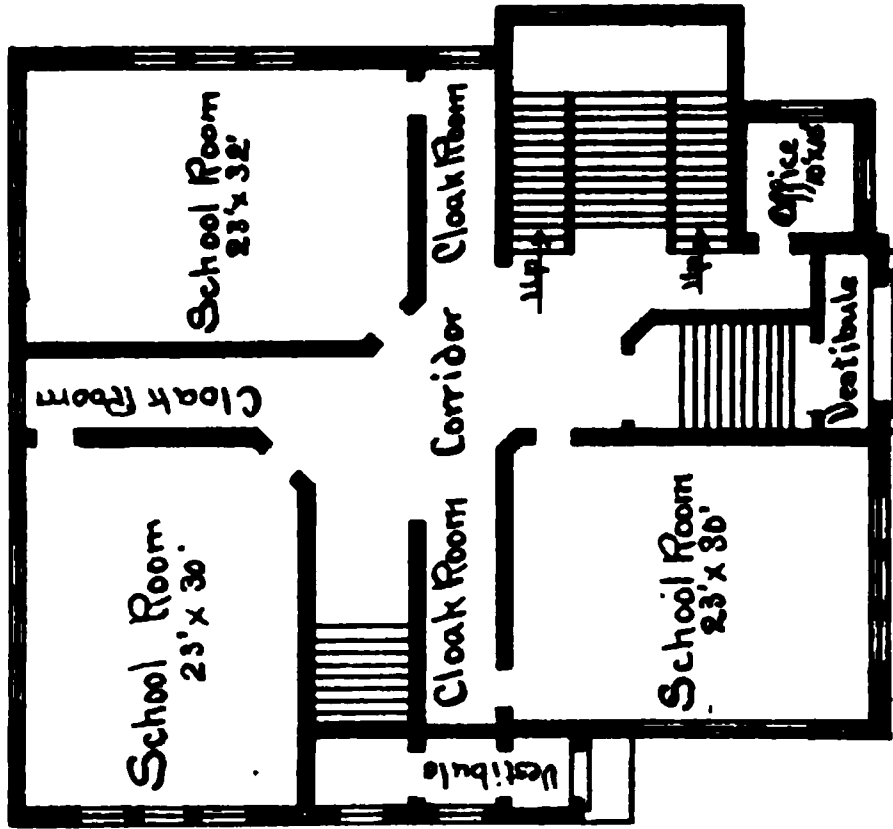
Second Floor Plan  
Glenwood, Ia. School Building.



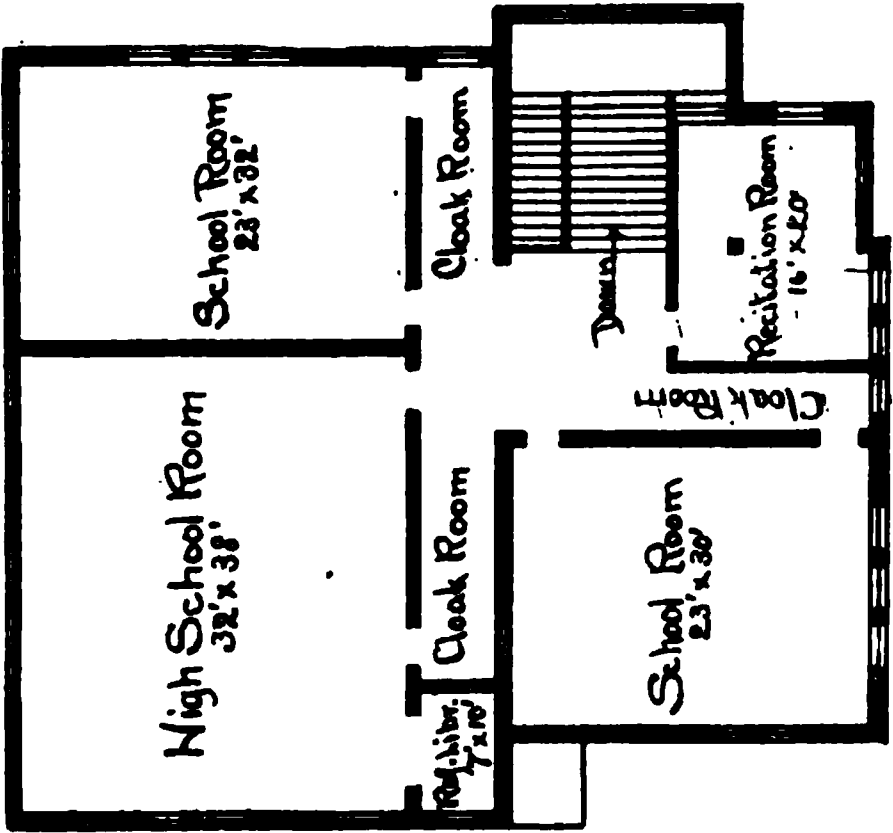
First Floor Plan  
Glenwood, Ia. School Building.

- 188 -

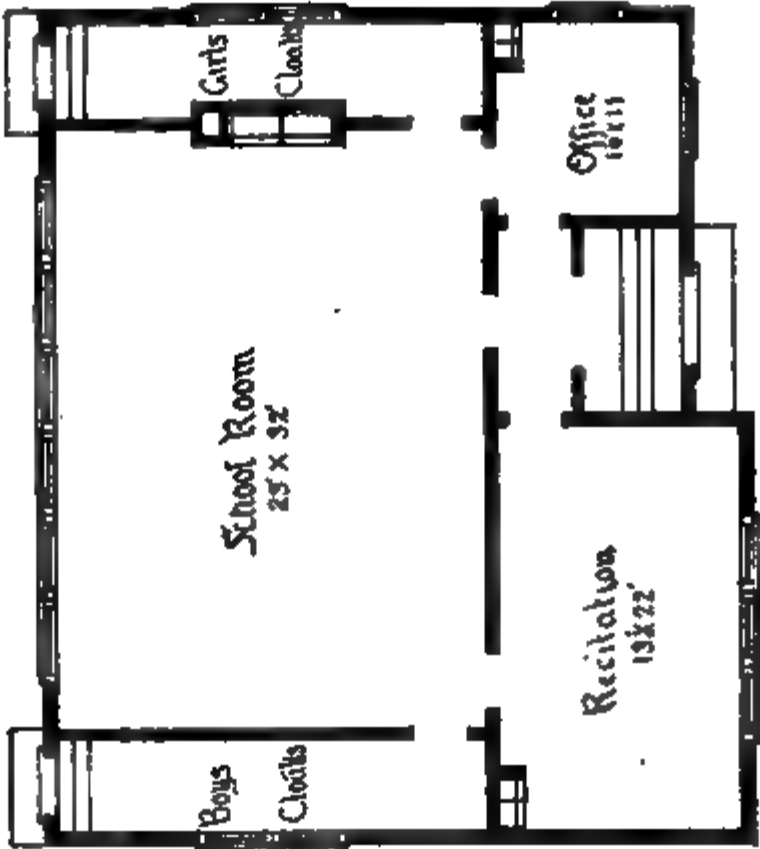
Parkersburg, Butler County, cost in brick, \$8,500.



First Floor Plan  
Parkersburg, Ia. School Building.

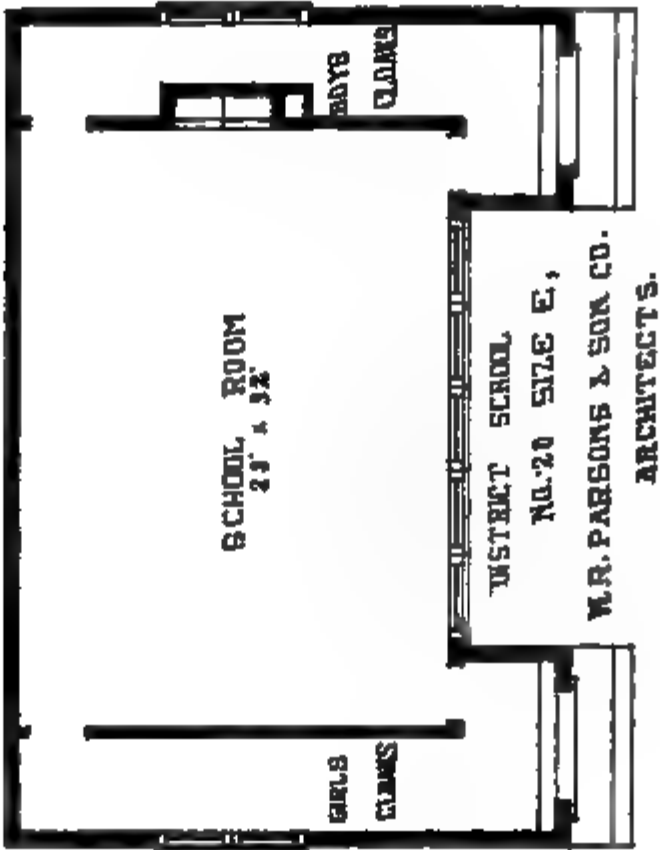


Second Floor Plan  
Parkersburg, Ia. School Building



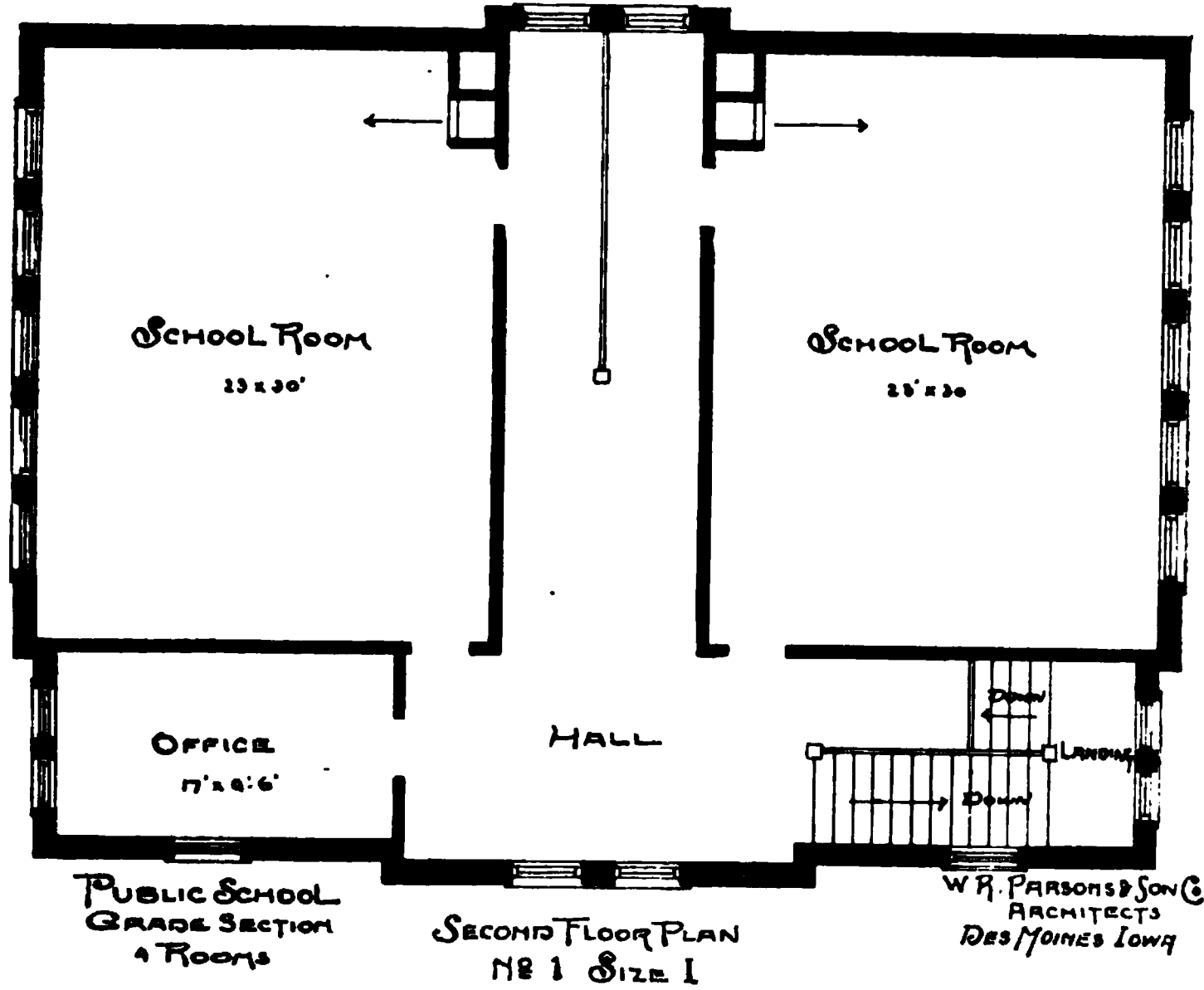
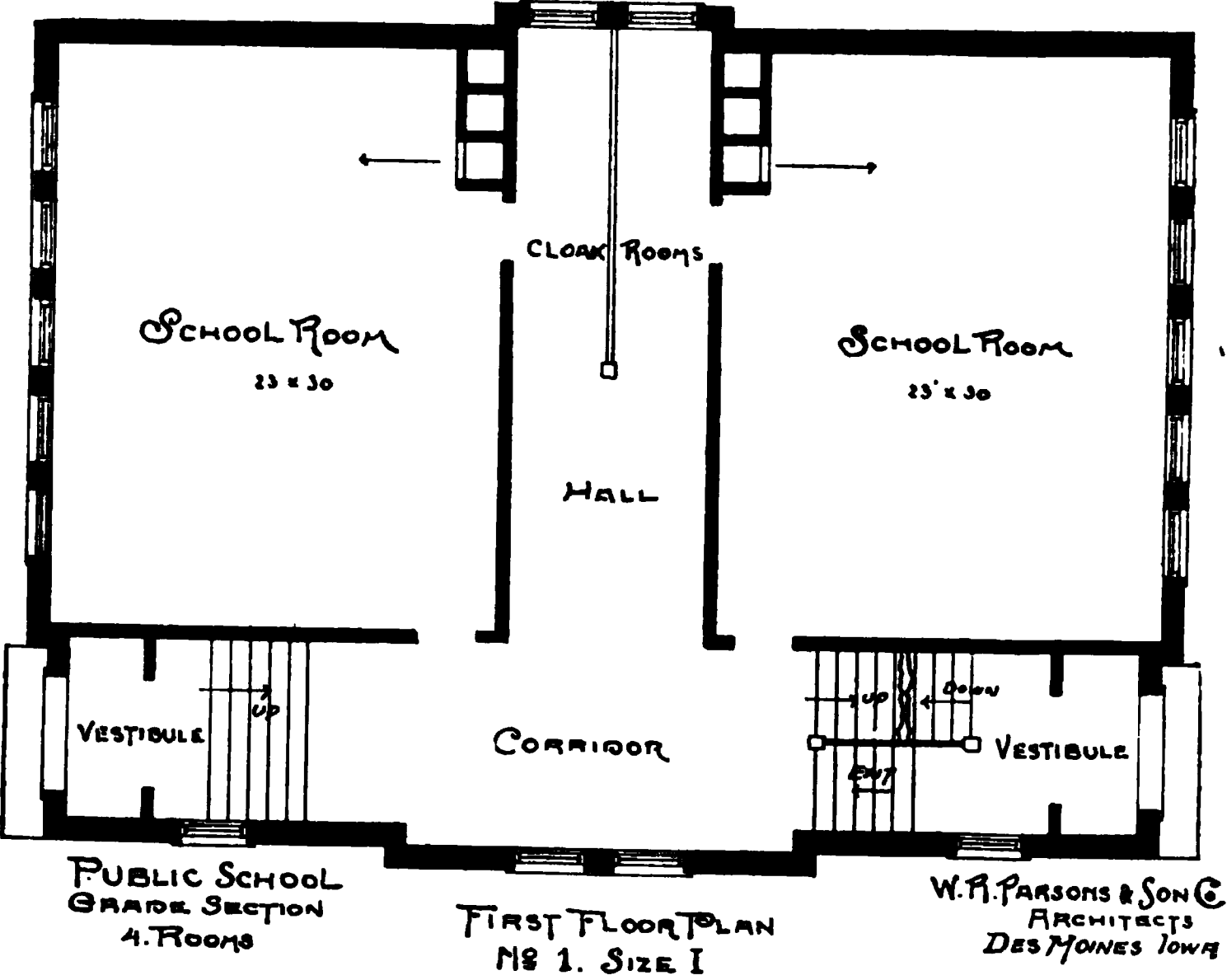
District School No. 22. Size &  
W. R. Parsons & Son, Co.  
Architects.

Polt County, Des Moines Township, Oak Grove District, cost in brick, \$2,600.



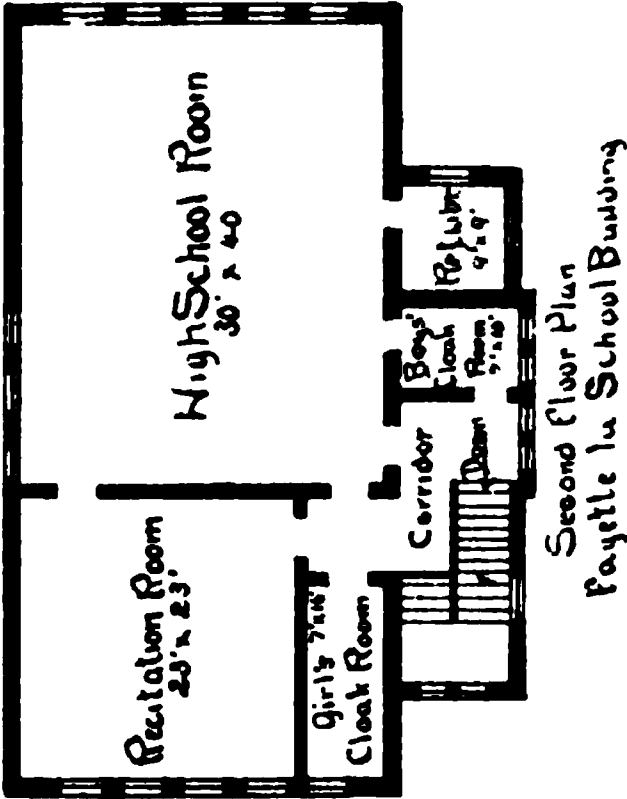
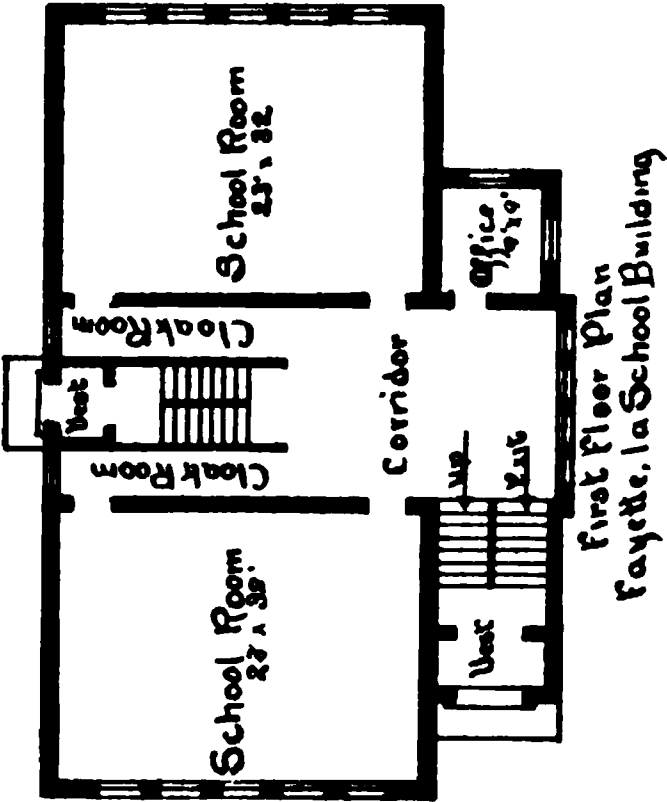
Sac County Eureka Township, cost in frame \$1,500.

Seymour, Wayne County, cost in brick, \$5,800.





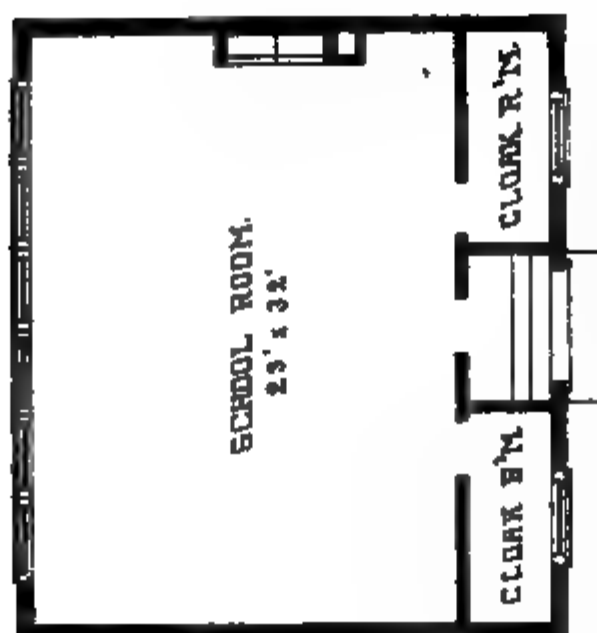
Fayette, Fayette County, cost in brick, \$7,000.





DISTRICT SCHOOL NO. 17, SIZE 2.  
W. R. PARSONS & SON CO.  
ARCHITECTS.

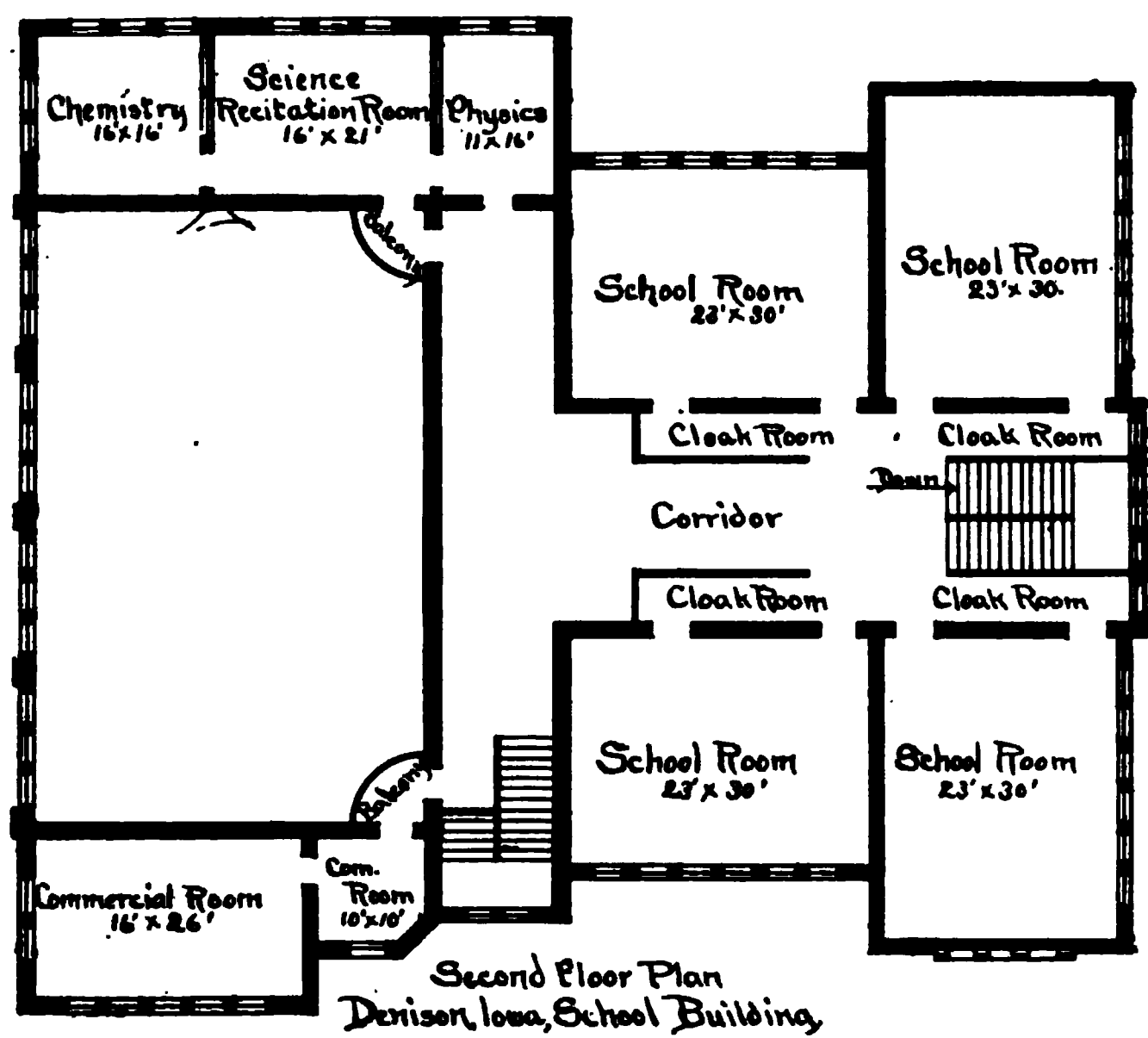
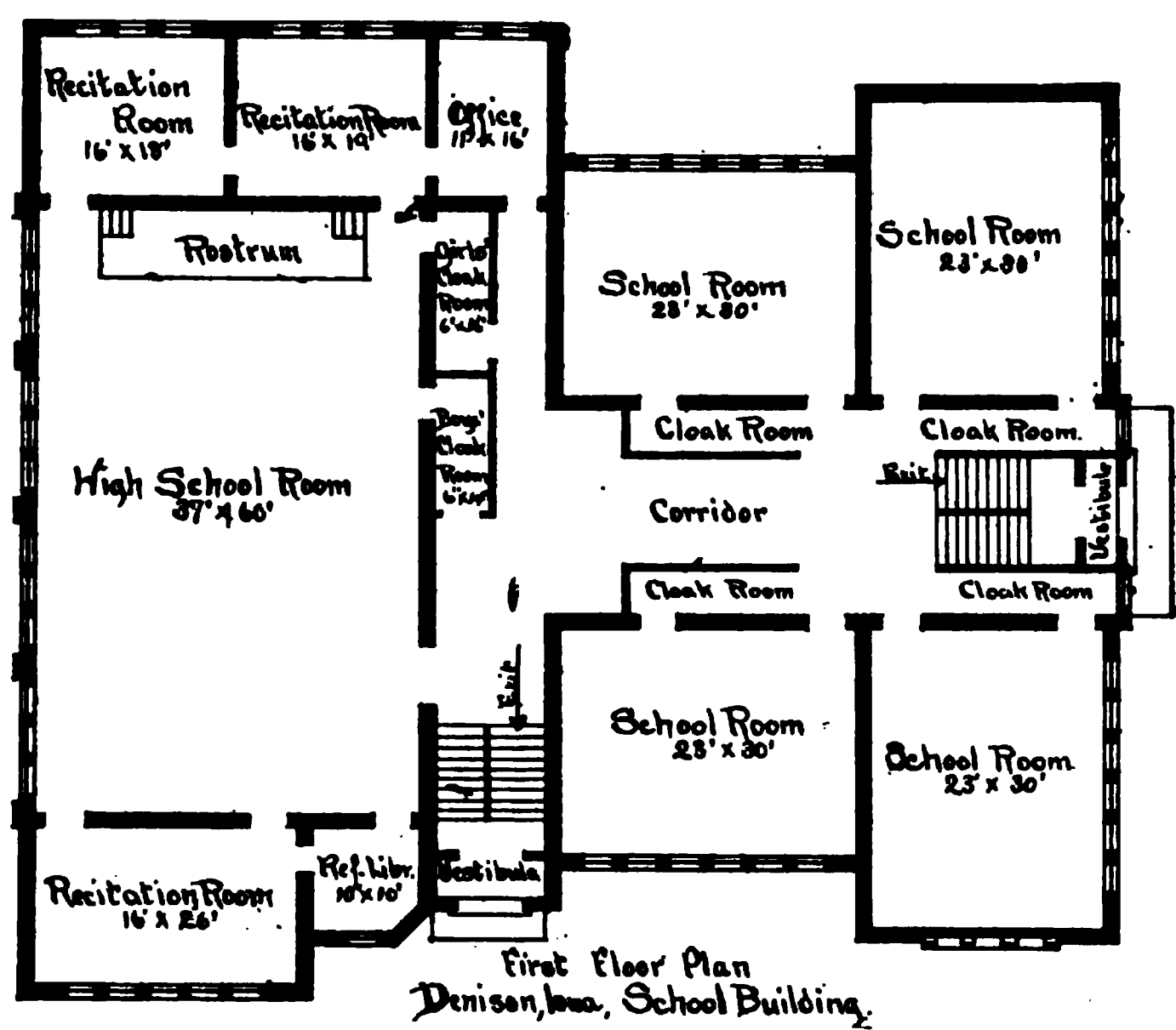
Osceola County, Wilson Township, No. 1, cost in frame, \$-----.

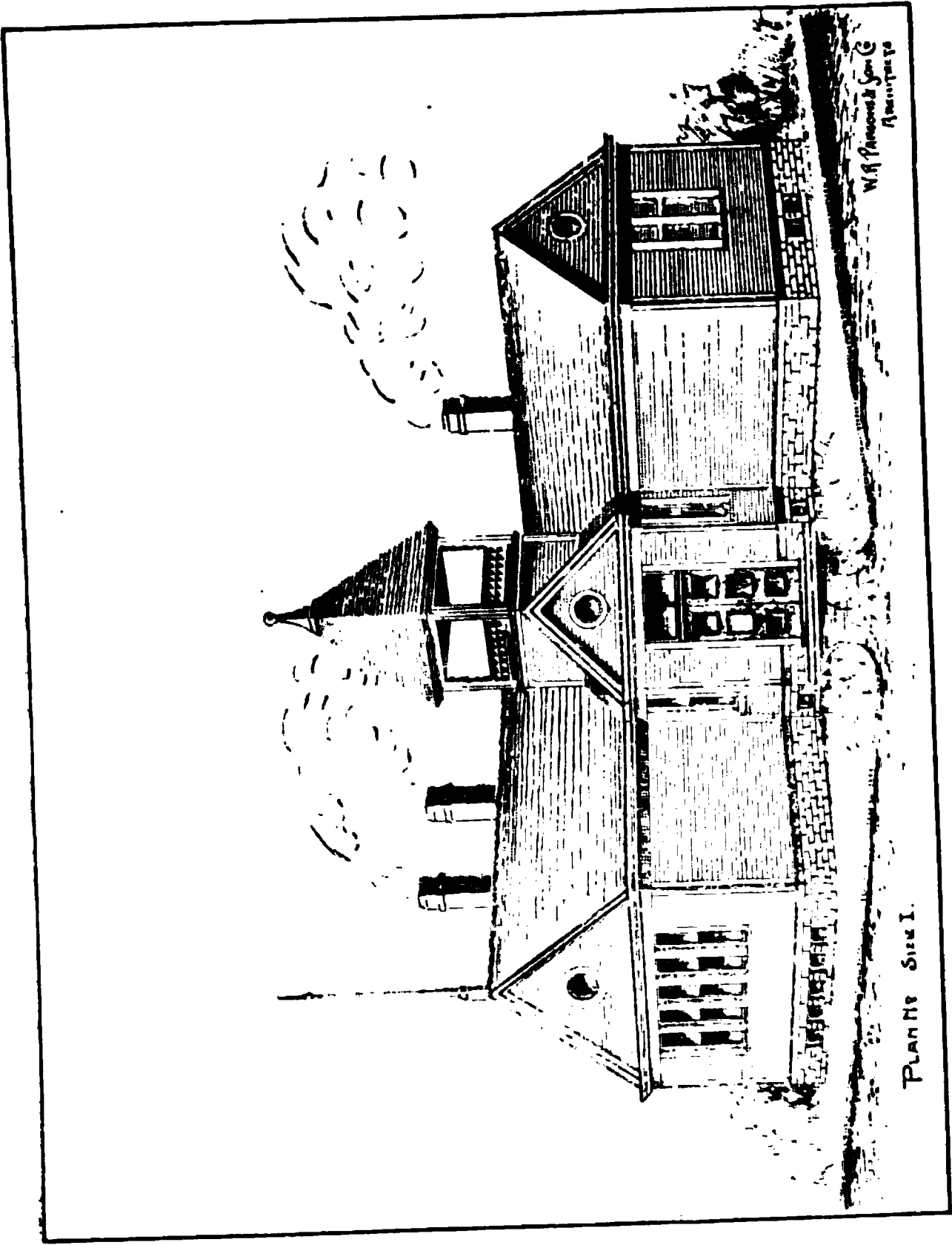


DISTRICT SCHOOL, NO. 12, SIZE 6.  
W. R. PARSONS & SON CO.  
ARCHITECTS.

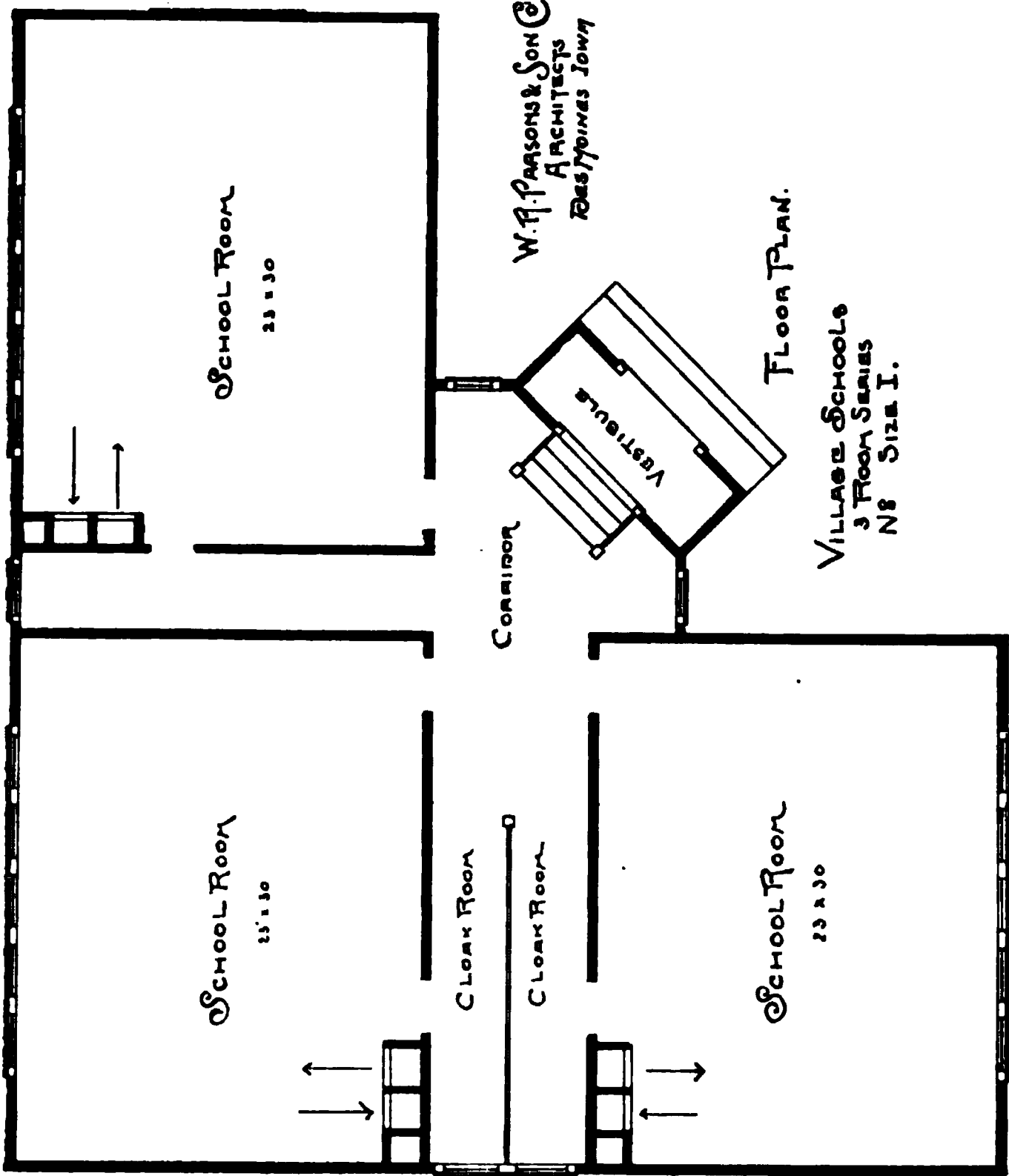
Nebraska County, Harrison Township, Roundtop District, cost in frame, \$1,200.

Denison, Crawford County, cost in brick, \$26,500.

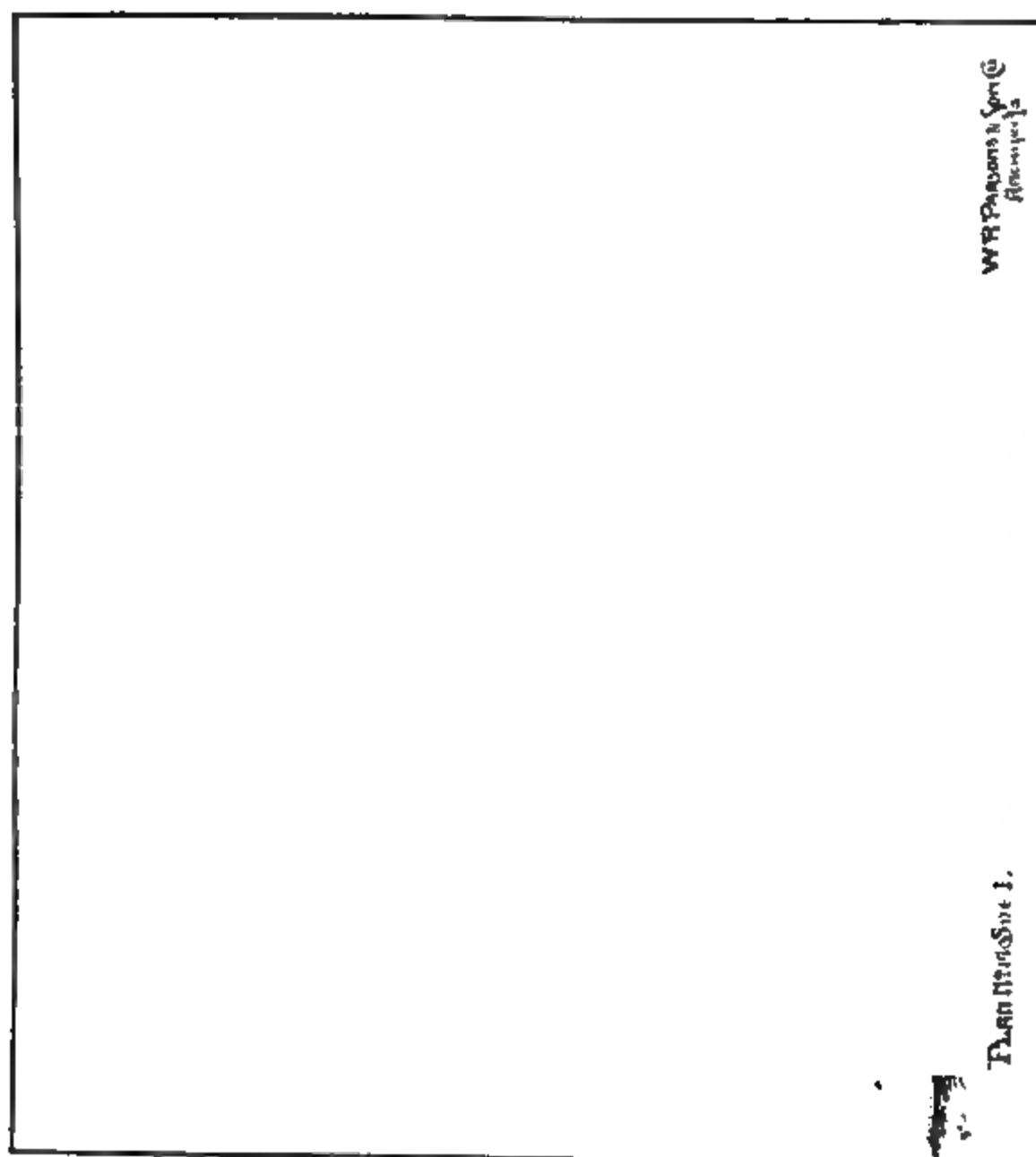




New Providence, Hardin County, cost in frame, \$3,000.



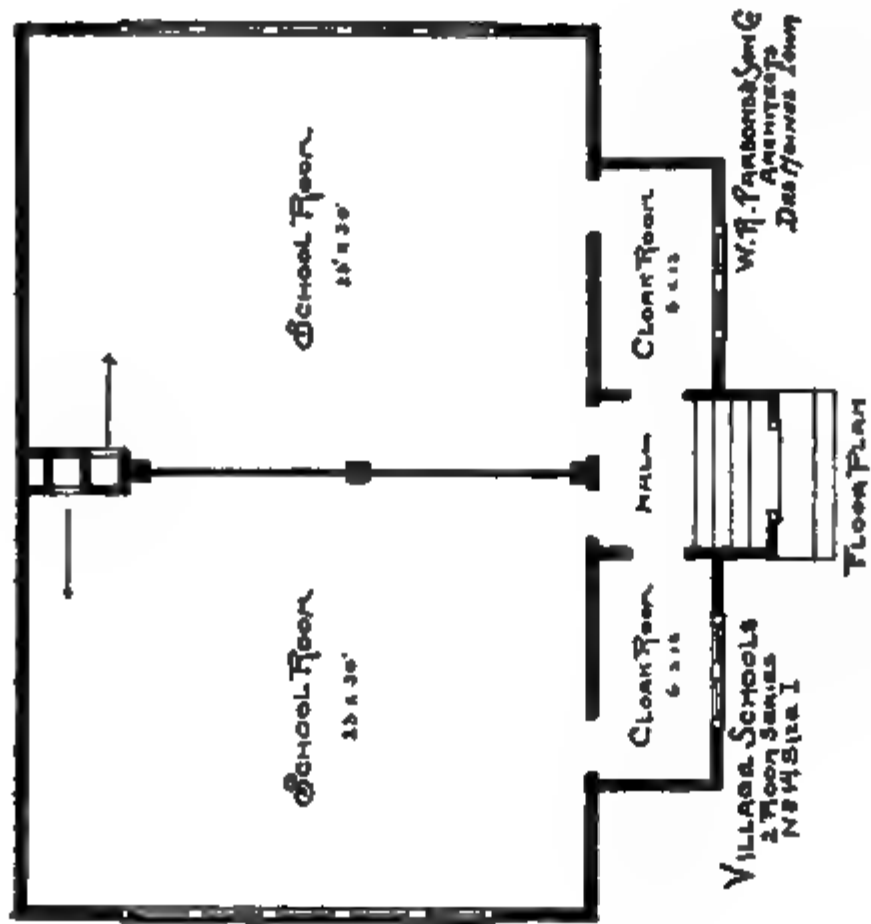




W. H. Parsons & Son ©  
Albany, N. Y.

Plan No. 1.

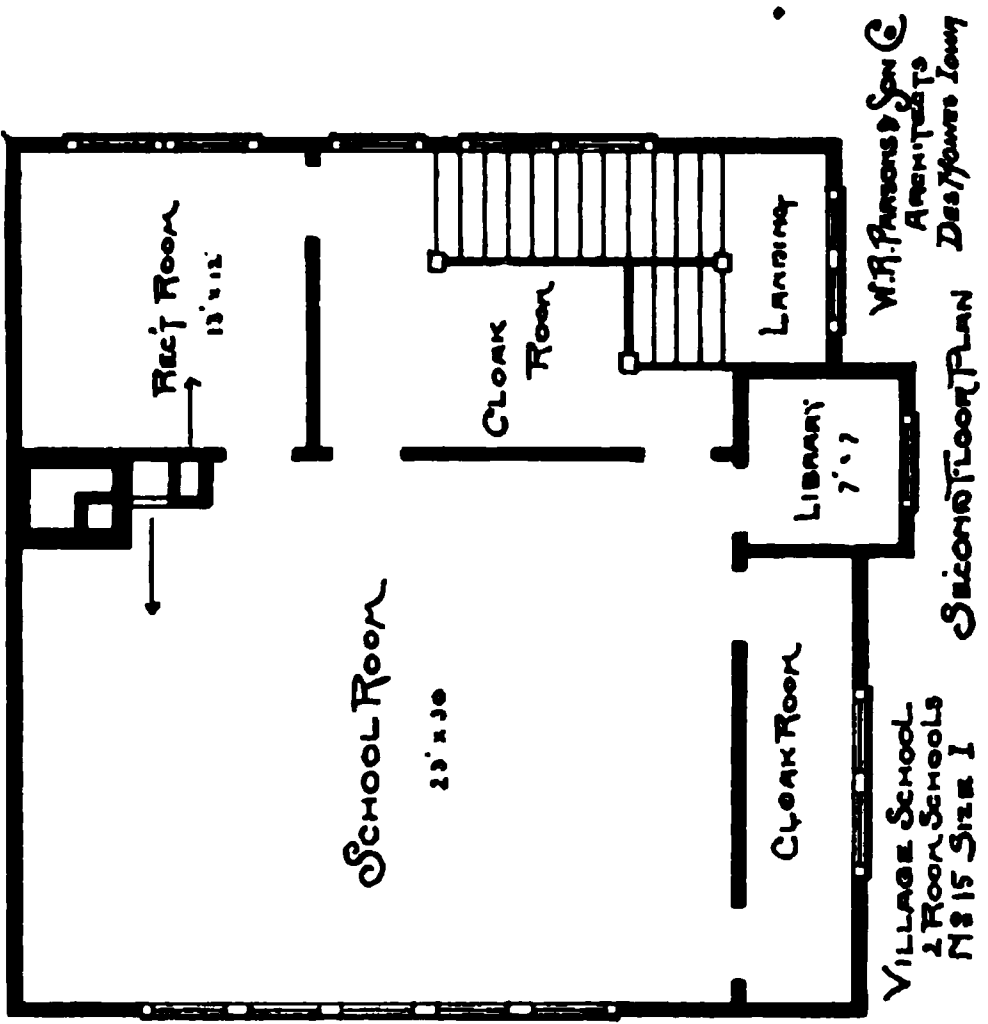
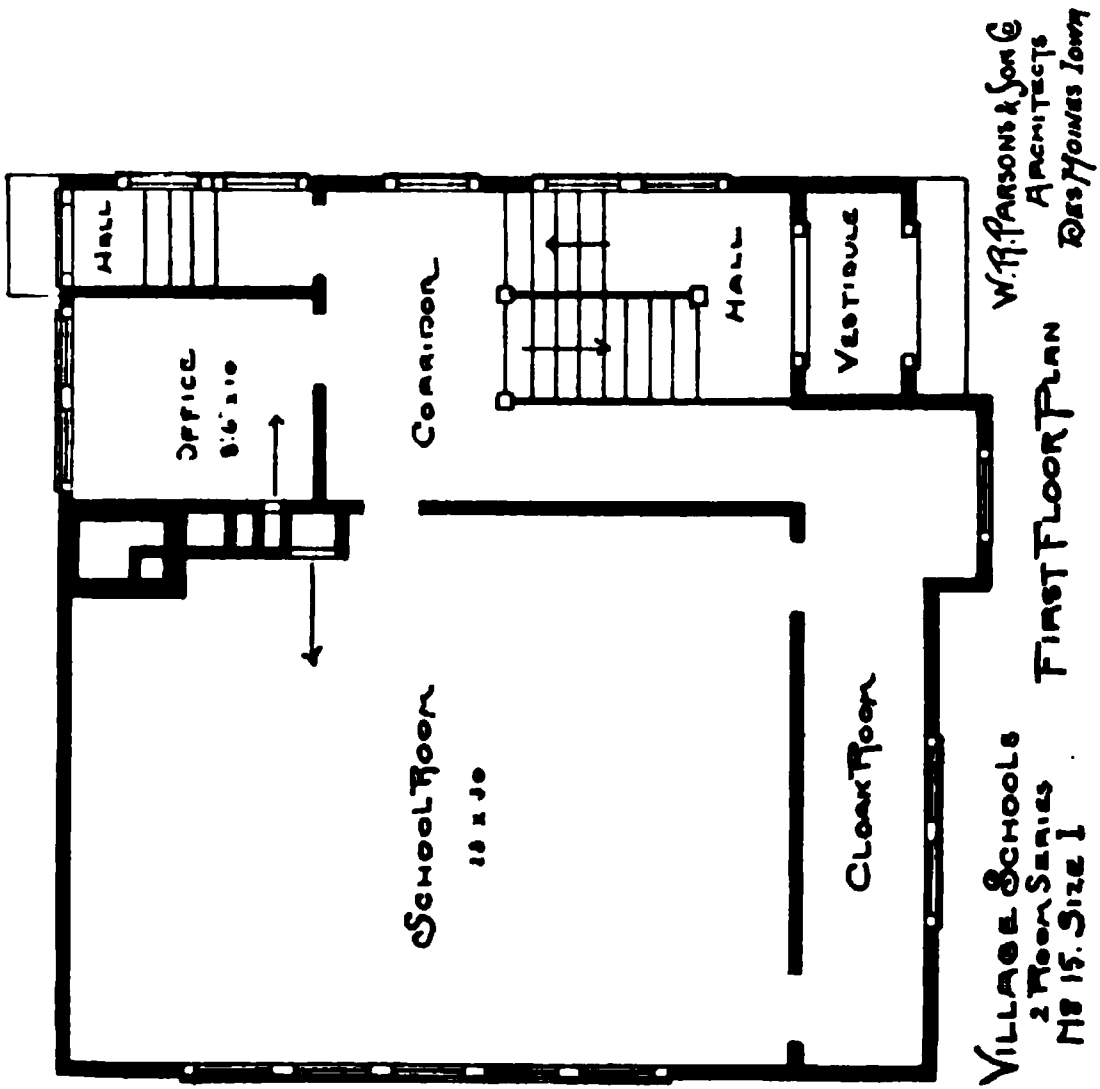
North Liberty, Johnson County, east in frame, \$2,000.

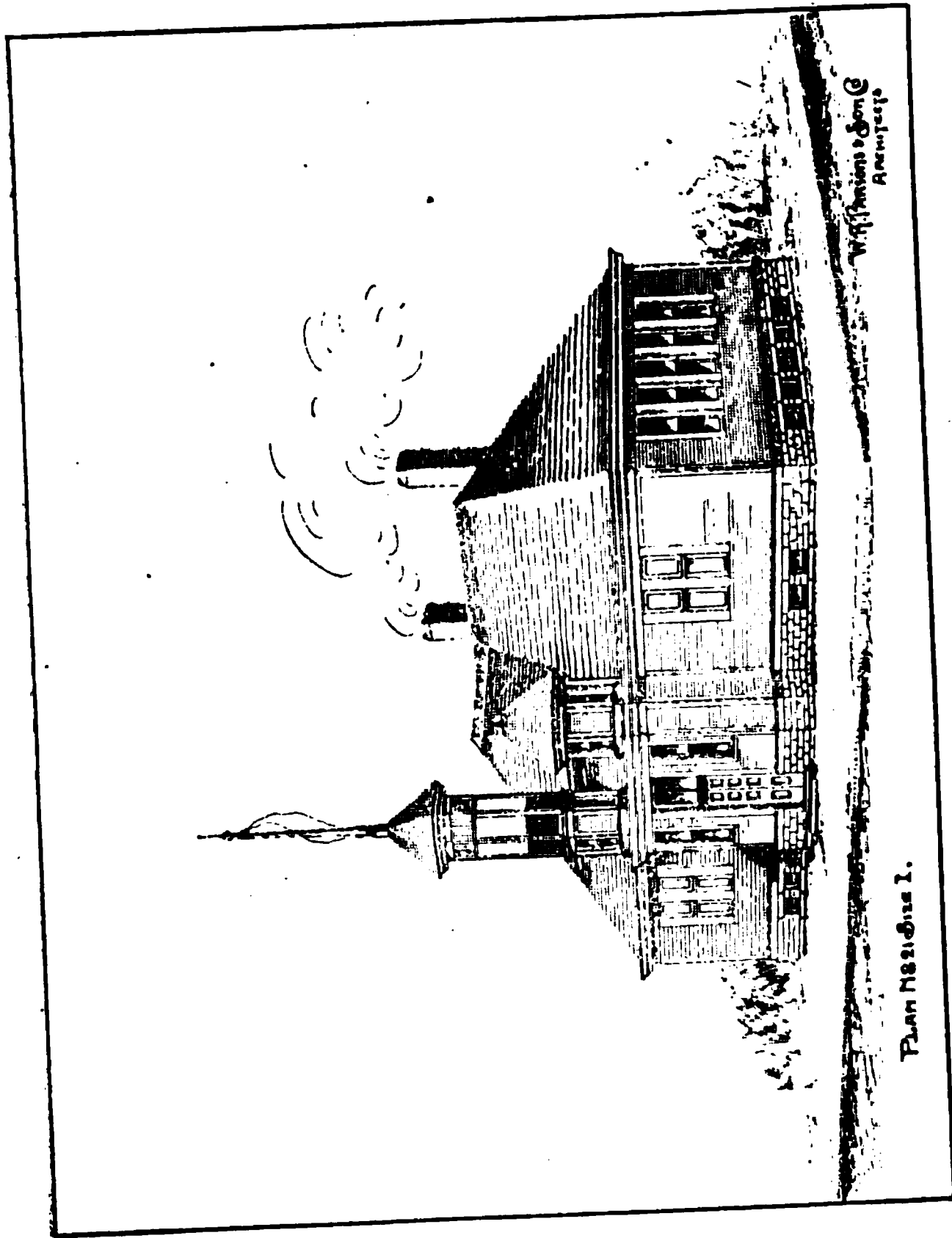


Floor Plan North Liberty, Johnson County.

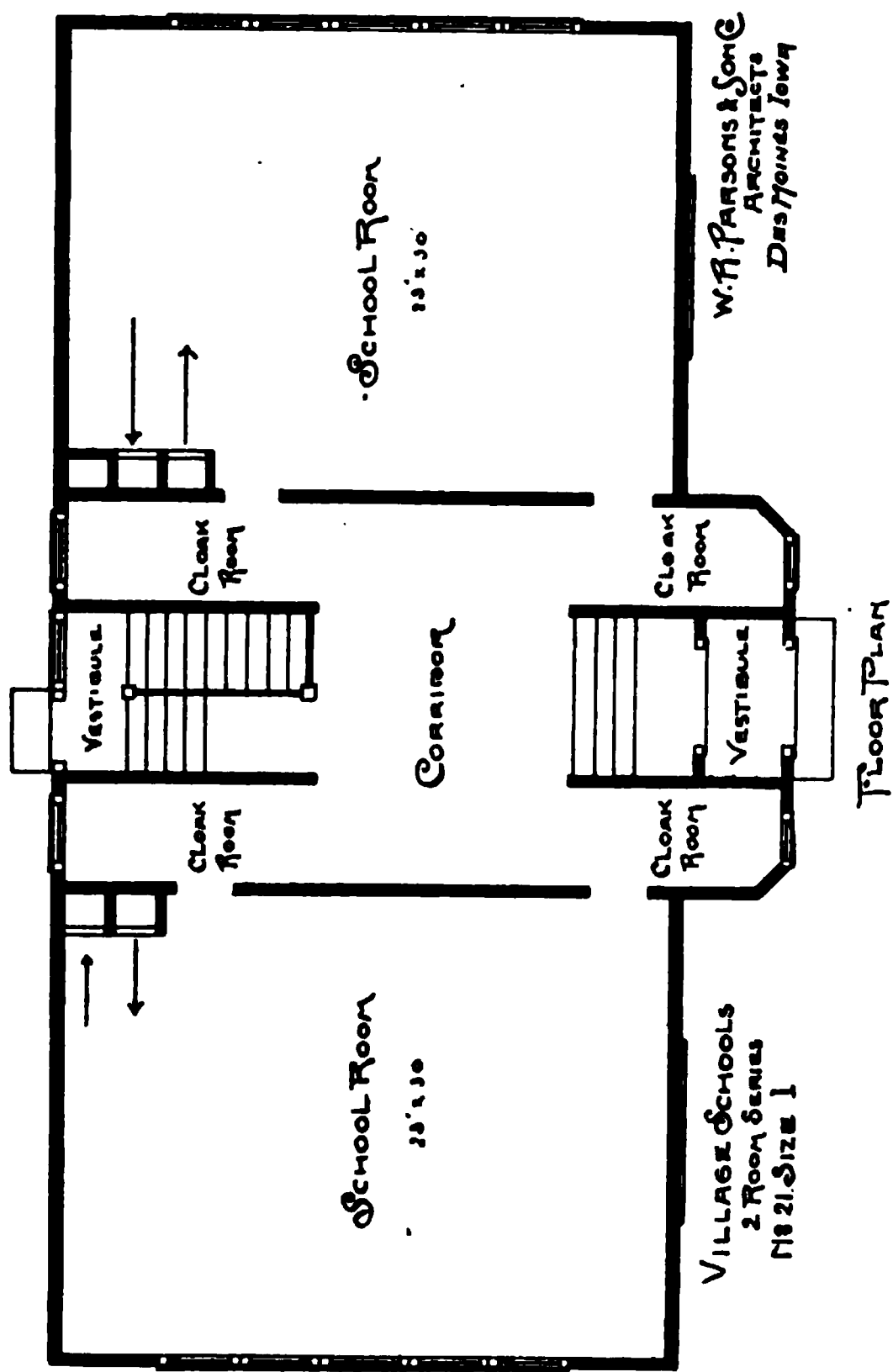
Johnson County, Union Township, District No. 3, cost in frame, \$500.

Harris, Osceola County, cost in frame \$8,500. ☐

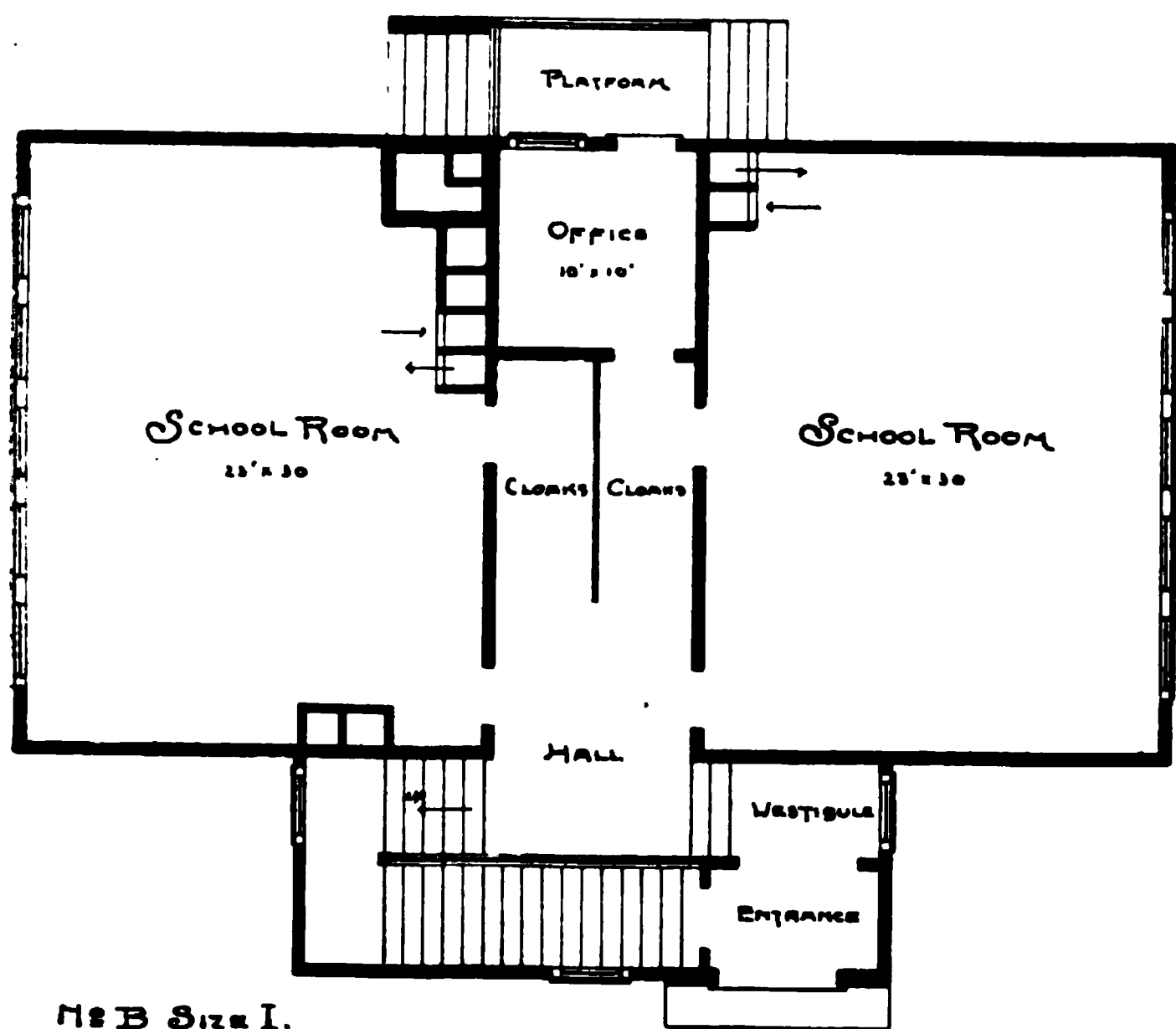




Libertyville, Jefferson County, cost in frame, \$2,000.



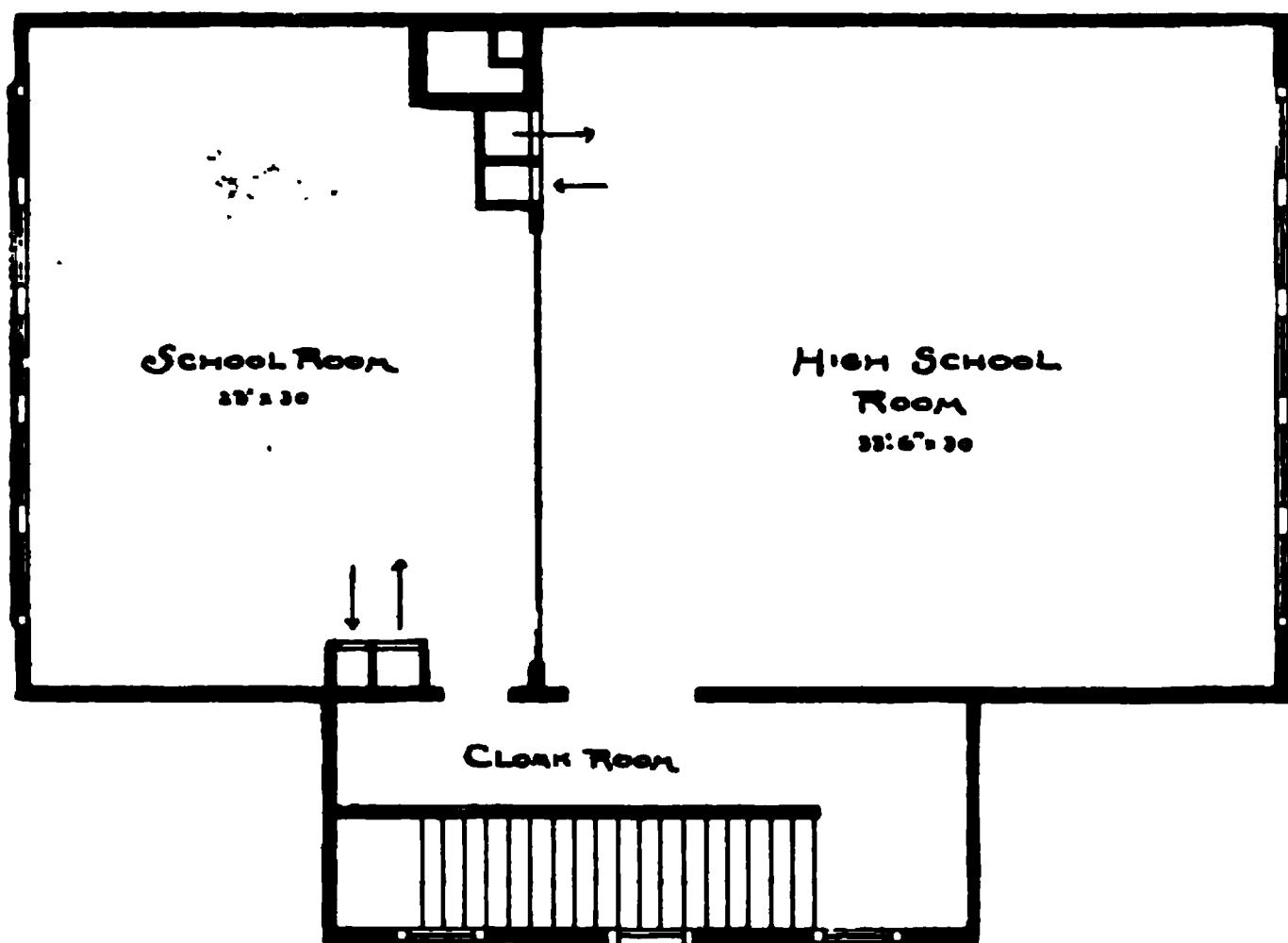
McClurehead, Monona County, east in brick, \$5,400.



N&B Size I.

FIRST FLOOR PLAN  
VILLAGE SCHOOLS  
4 ROOM SERIES

W. R. PARSONS & SON ©  
ARCHITECTS  
DES MOINES IOWA



N&B Size I.

SECOND FLOOR PLAN  
VILLAGE SCHOOLS  
4 ROOM SERIES

W. R. PARSONS & SON ©  
ARCHITECTS  
DES MOINES IOWA



Cherokee County, Cherokee, cost in brick, \$————.

Hamilton County, Webster City, 5th Ward, cost in brick, \$8,000.

Belmond, Wright County, cost in brick about \$16,000.

Sac County, Odebolt. cost in brick, \$32,000.



Sac County, Odebolt, Assembly Room.



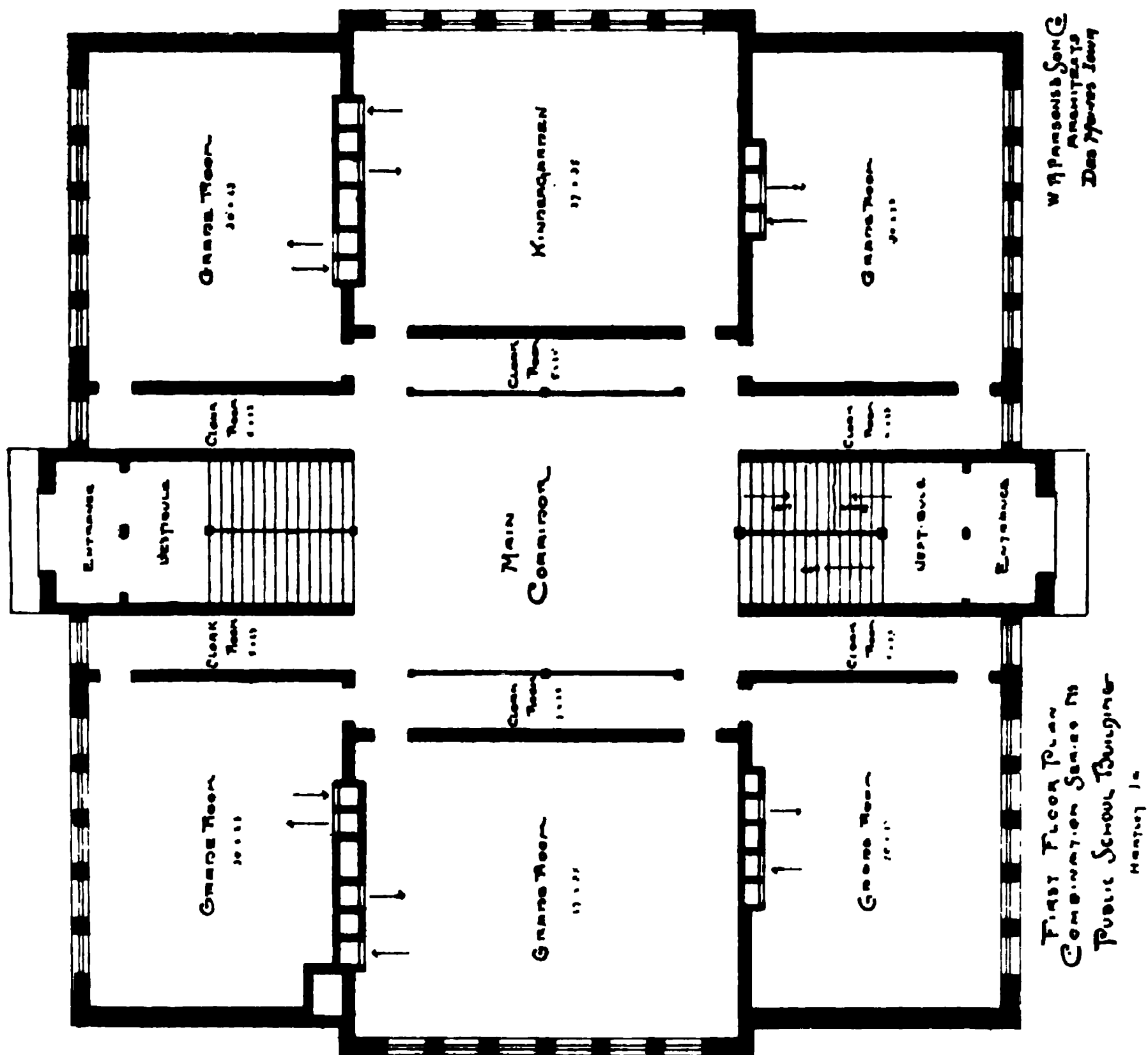
West Des Moines High School, Mechanical Drawing Room.

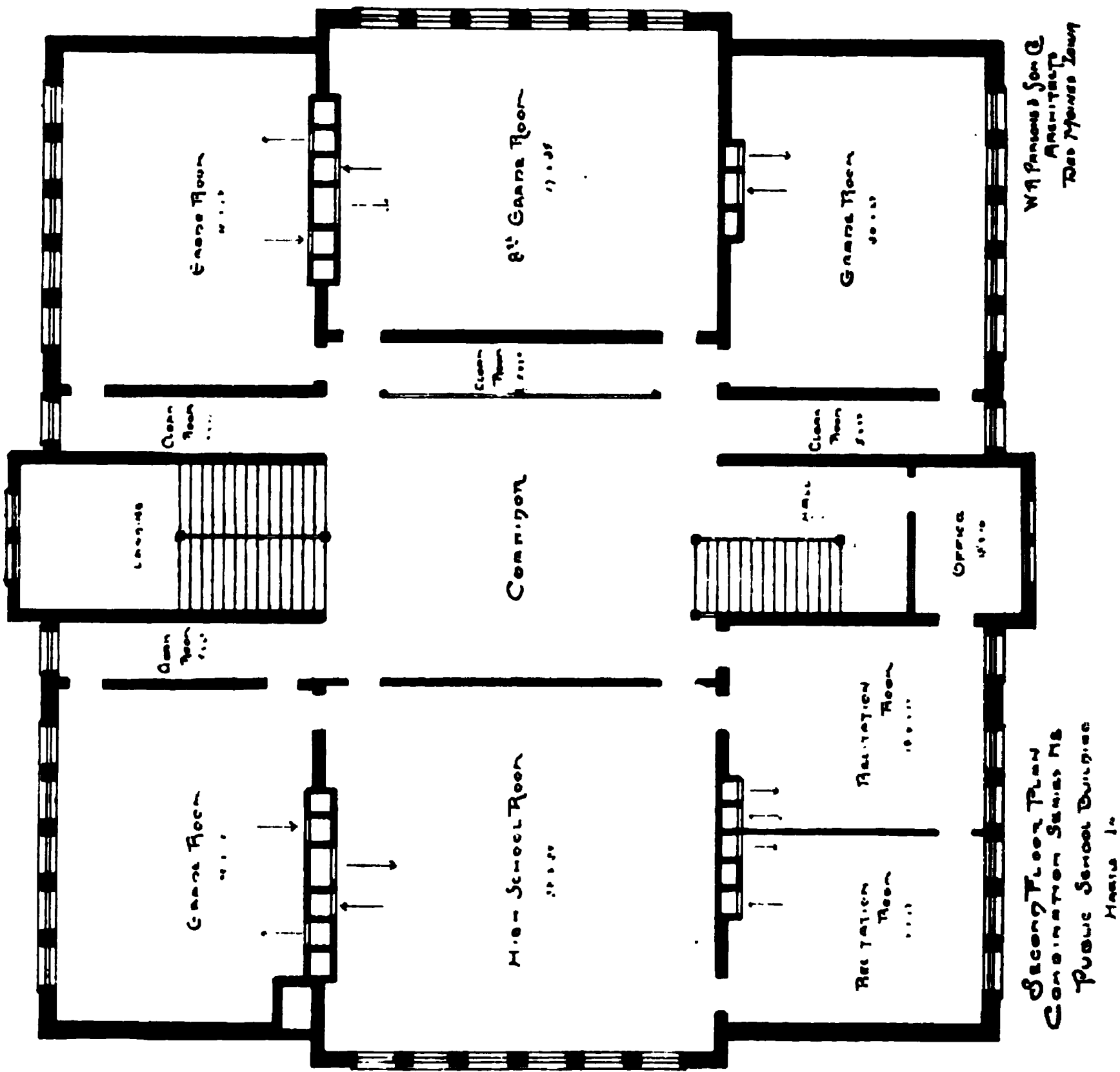


Elmwood School, West Des Moines, Manual Training Department.

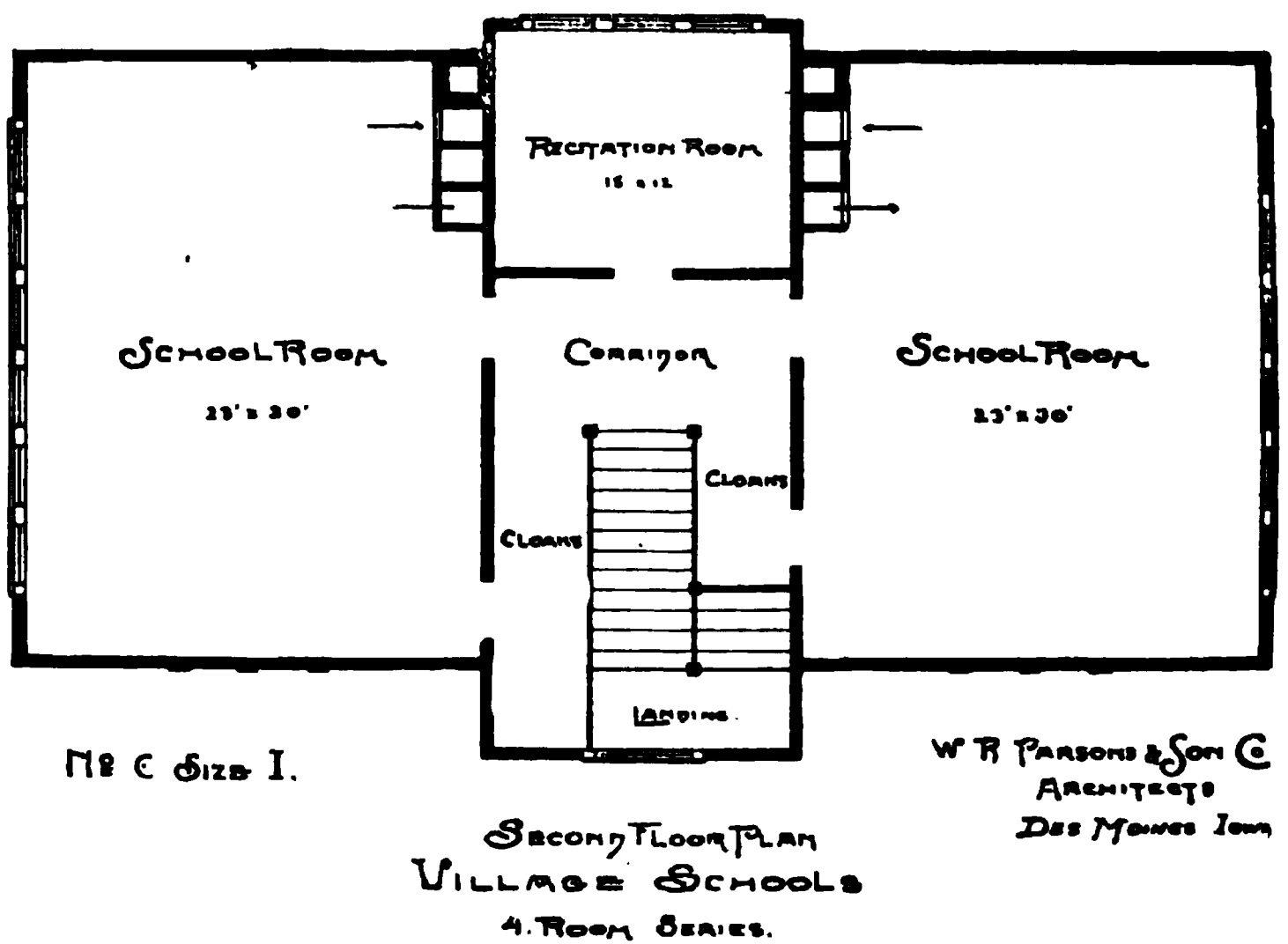
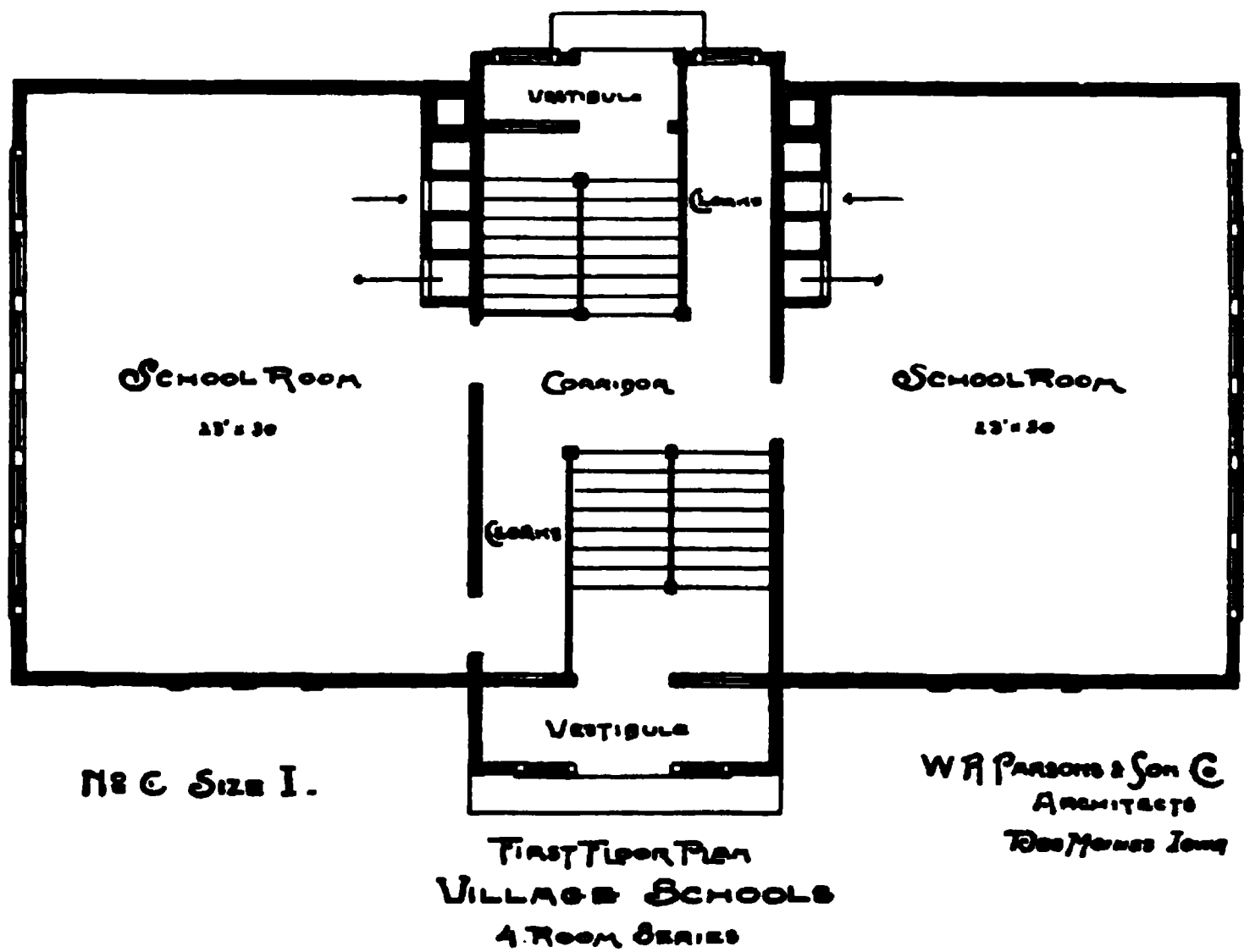
Warren County, Indiana, Hawthorne School, cost in brick, \$—————.

Hartley, O'Brien County, cost in brick, \$22,000.





Village School, cost in brick, \$5,500.



Pocahontas County, Rural School, cost in frame, \$590.00.





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## **CHAPTER VII.**

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### **STATE CERTIFICATES AND DIPLOMAS.**

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**BOARD OF EDUCATIONAL EXAMINERS.**

**STATE CERTIFICATES.**

**SPECIAL STATE CERTIFICATES.**

**STATE DIPLOMAS.**

**PRIMARY CERTIFICATES.**

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## STATE CERTIFICATES AND DIPLOMAS.

1900-1901.

### BOARD OF EDUCATIONAL EXAMINERS.

RICHARD C. BARRETT, ex-officio, president.....Des Moines  
GEORGE E. MACLEAN, ex-officio.....Iowa City  
HOMER H. SEERLEY, ex-officio..... Cedar Falls  
HAMLINE H. FREER\*.....Mount Vernon  
MARY ALICE BRADRICK†.....Chariton

### STATE CERTIFICATES.

#### 1. Documentary evidence.

1. Each candidate must file the following credentials as the official proofs of being qualified to hold a state certificate:

a. Official letters ADDRESSED TO THE BOARD by one or more county or city superintendents, or other professional educators, certifying to the success of the applicant in government and instruction. The work thus commended must have been done under the person's supervision who certifies to its excellence, even if he is not now in office.

b. Statements from the school boards for whom the candidate has taught, certifying to teaching covering at least three years, of thirty-six weeks each, in which good and successful service was rendered. Credentials should be original, explicit in character, of recent date, and addressed "to the state board of educational examiners."

c. Candidates who are graduates of good schools, whose courses of study are approved by the board, and who have pursued a two years' course in didactic subjects, consisting of school management, elementary psychology, principles of education, and methods of instruction, will be admitted to the examination on making proofs of two years of thirty-six weeks each of successful experience. When, in addition to the above didactic course, such candidates have also had a year of special training in a well organized training school, one year of thirty-six weeks of successful experience, satisfactorily proved, will admit to the examination. Candidates who are graduates of higher institutions of learning, whose courses of study are approved by the board, and who have pursued during the junior or

\*Term expires 1902.

†Term expires 1905.

senior year of their course a year of pedagogical study consisting of history of education, science of education, and school supervision, will be admitted to the examination on satisfactory proofs covering thirty-six weeks of successful experience.

2. To be assured that the candidate is successful in instruction and government, the board reserves the right to investigate farther, until all doubt is removed. It is necessary that the applicant be a resident or teacher in Iowa, at the time of registration, and part of the work certified to must have been done in Iowa.

## II. Plan of the examination.

1. *Preliminary*.—The application blank properly filled out, the fee of \$3, and the credentials mentioned in I and II, must all be filed with the president of the board thirty days before the dates of the examination to receive consideration at that meeting, and approved by the board, before the written examination is given.

2. *Didactics*.—School management, elementary psychology, and methods of instruction constitute the examination in this subject. The topics and questions selected will be such as to permit a well informed teacher to complete the same in one and one-half hours.

3. *U. S. History and English*.—An essay prepared in one and one-half hours on some topic in United States history, which must be written without delay, and not copied, will constitute the examination in United States history, orthography, penmanship, and use of English language, if the other papers written do not discredit the English.

4. Grouping of subjects with options commonly provided:

	Questions asked.	To be answered.
a. Group 1. First paper.		
English grammar.	5	4
Reading.	4	3
Geography.	4	3
b. Group 2. Second paper.		
Civil government of U. S.	4	3
Civil government of Iowa.	4	3
School law.	3	2
Economics.	3	2
c. Group 3. Third paper.		
Arithmetic.	5	4
Algebra.	5	4
Bookkeeping.	3	2
d. Group 4. Fourth paper.		
Physiology.	5	4
Botany.	4	3
Physics.	4	3

Sketching and illustrating the answers in group four will constitute the examination in drawing.

### III. Schedule of time granted.

#### FIRST DAY.

A. M., 8 to 9:30, Essay on U. S. History.

9:30 to 12, Group 1.

P. M., 1:30 to 3, Didactics.

3 to 5, Group 2.

#### SECOND DAY.

A. M., 8 to 12, Group 3.

P. M., 1:30 to 4:30, Group 4.

### IV. Renewal of state certificates.

1. *Proofs required.*—a. The candidate must file letters from superintendents or other prominent educators that certify to the present success in instruction and in government, and to the fact that his present physical condition and mental and moral character are still such as to justify the board in granting him this renewal.

b. He must also show, by official letters from school boards for whom he has worked, the fact of his being successful as an instructor, and as a disciplinarian, under the expiring certificate.

2. *Examination required.*—Unless otherwise decided, the candidate must appear at the time assigned and take such examination as the board may think necessary, but, where personal knowledge or acquaintance of the board with the applicant may permit, and where the first examination was good, an original essay on an educational topic, assigned by the board, may be substituted for personal presence at the examination. This paper must be in the handwriting of the applicant, and must show professional study and investigation.

### V. General suggestions to all candidates.

1. An examination for state certificate must be had before there can be an application for a state diploma. A teacher must do work under the supervision of this board, before an application for a diploma can be considered.

2. Applicants will bear in mind that the possession of a state certificate, a primary or special teacher's certificate, or a state diploma, will not in any sense lessen their duty to comply with all the rules and requirements of the county superintendent of the county in which they are teaching.

3. Candidates are advised to arrive the day before at the place of examination, as no allowance can be made for delayed trains or for poor physical and mental condition, caused by illness or loss of sleep.

4. The examination at the times announced, will be restricted to the published program given in this circular.

5. All necessary paper, pens and pencils will be furnished each candidate at the time of the examination.

6. Lists of old questions are not sent out to applicants, as such questions are no guide to the next examination.

7. The law governing this board can be found in sections 2628-2634 of the code, and amendments enacted by the Twenty-seventh and Twenty-eighth General Assemblies.

## SPECIAL STATE CERTIFICATES.

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The law authorizing the Iowa state board of educational examiners to grant special certificates was enacted in 1900, and is as follows:

"SEC. 2. It may also issue a special certificate to any teacher of music, drawing, penmanship or other special branches, or to any primary teacher, of sufficient experience, who shall pass such examination as the board may require in the branches and methods pertaining thereto, for which the certificate is sought. Such certificates shall be designated by the name of the branch, and shall not be valid for any other department or branch. The board shall keep a complete register of all persons to whom certificates or diplomas are issued."

The special state certificate is intended for teachers of special branches, as a recognition of professional skill and successful experience in teaching a particular subject.

While the candidate must possess complete and technical knowledge of the special branch for the teaching of which a certificate is desired, some general education and culture will be required, as a certificate cannot be granted on account of proficiency in one subject only.

The holder of a special certificate will be authorized to teach the branch specified, in any public school in the state for a period of five years. The fee, as fixed by law, is \$3, one-half of which is returned in case of failure. Certificates will be issued to the same person in more than one branch, but the fee of \$3 must be paid for each, as no special certificate will authorize the holder to teach more than one subject.

In addition to music, drawing and penmanship, special certificates will be granted in English (involving English grammar, composition, rhetoric, and literature), Latin, German, mathematics (involving arithmetic, algebra, geometry, trigonometry), and individual sciences.

I. *Documentary examination.*—The following testimonials and credentials are required as evidence of success as a teacher of a particular subject, and of good moral character as a person:

1. Official statements from school boards, certifying to the service of the applicant as a teacher of the subject in which certificate is asked, for a period of three years, of thirty-six weeks each, two of which years must have been under one school board.

2. Candidates who are graduates of good secondary or normal schools, and graduates of higher institutions of learning, may have such reduction in time of successful experience required as the board of examiners may decide after consideration of each individual case. It is to be understood, however, in all cases of reduction of time, that candidates have pursued scholastic and pedagogical courses, approved by the board.

3. Professional statements from city or county superintendents or village principals, under whose supervision the applicant has worked, certifying to the particular and professional success of the applicant as a teacher of the specified branch.

II. *Scholastic examination*.—To insure that the applicant has sufficient scholarship to be granted a special teacher's certificate, the following things are required:

1. Such an examination in the branches, orthography, reading, writing, arithmetic, geography, grammar, history of U. S., and physiology and hygiene, as in each individual case may be necessary to insure good scholarship in the applicant. In cases where the applicant is the holder of an excellent county certificate, in force, in regard to these branches, this scholastic examination may not be necessary.

2. The examination in grammar and composition will be determined by a thesis of at least one thousand words, subject to be selected by the board, in harmony with the kind of certificate sought by the applicant.

III. *Professional examination*.—Syllabi will be prepared in music, drawing, and penmanship, and these can be had on application. It does not seem necessary to give a syllabi, outlining points to be emphasized in other subjects, but on each subject a rigid examination will be required, both upon knowledge of the branch itself and upon the methods of teaching it.

In science, laboratory work will be required, and candidates for special science certificates will be examined at such places as the board of examiners may direct.

IV. *Plan of examination*.—As preliminary, the application blank properly filled out, the fee of \$3, and the credentials mentioned in I and II, must all be filed with the president of the board before May 1st, and November 1st, of each year to receive consideration at the semi-annual meeting of the board in order to be admitted to the written examination.

NOTE: All correspondence for special certificates should be addressed to the president of the board.

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## STATE DIPLOMAS.

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### I. *General requirements*.

1. In every case the applicant must have held a state certificate, and have taught under the supervision of this board at least three years before applying for the state diploma, a life certificate.

2. Every candidate will be required to file the following credentials:

a. Documentary evidence from standard reputable educational institutions, certifying to the special scholarship and training of the applicant.

b. Documentary evidence showing the standing and ability of the applicant as an educator. This evidence should cover recent work.

c. He should also refer to at least three persons of good scholarship and professional success, who are engaged in educational work, and who can vouch for his success and character.

d. Credentials should be original, of recent date, of specific character, and addressed "to the state board of educational examiners."

### II. *Specific requirements*.

1. In his registration blank, the candidate must certify that he has taught or studied all the branches that are required by law for the state diploma.

2. He must give, in detail, the places where he has done educational work, and must produce evidence that he has taught at least eight years, three of which having been in Iowa within recent years.

3. He must be a resident of Iowa at the time of his application.

4. He must file, in his own handwriting, an original thesis of from 3,000 to 4,000 words on a professional subject, assigned by the board. In every case this thesis must be fully outlined, and be accompanied by a bibliography of the subject considered.

5. The thesis will be marked by such persons as the board may designate on the following points:

- a. Correct use of the English language.
- b. Choice and arrangement of subject matter.
- c. Thought and expression.
- d. Originality and research.
- e. General appearance of the manuscript.

### III. *Educational requirements.*

In accordance with the statute, candidates for state diplomas are required to be examined in orthography, reading, writing, arithmetic, geography, English grammar, bookkeeping, physiology, history of the United States, algebra, botany, natural philosophy, drawing, civil government, constitution and laws of the state, diadactics, geometry, trigonometry, chemistry, zoology, geology, astronomy, political economy, rhetoric, English literature, general history, and such other studies as the board may require. Those who hold a state certificate will be excused from examination on all branches in above enumeration preceding geometry, as those are required for a state certificate. Under the law the board is responsible for examining all candidates in all subjects required by statute, but in order to be fair and reasonable, some of these examinations may be oral and individual, and some may be written and general.

**NOTE:** It is important for all applicants for state diplomas to remember that great value will be attached to the use of the English language in all the papers filed as part of the scholastic examination.

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## PRIMARY TEACHER'S CERTIFICATE.

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THE PRIMARY TEACHER'S CERTIFICATE is intended for primary teachers as a recognition of professional skill and successful experience. The holder of such a certificate will be authorized to teach in first, second, and third grades in any public school in the state for a period of five years. The fee, as fixed by law, is \$3, one-half of which is returned in case of failure.

I. DOCUMENTARY EXAMINATION. The following testimonials and credentials are required as evidence of success in primary teaching and of good character as a person:

1. Official statements addressed to the Board of Examiners from the present school board and from other boards certifying



to the service of the applicant as teacher in first, second, or third grade work for a period of three years of thirty-six weeks each, two of which years must have been under one school board.

2. Professional statements from county superintendent, city superintendent or village principal under whose supervision the applicant has worked, certifying to the particular and professional success of the applicant as a teacher of first, second, and third grade work.

3. Candidates who are graduates of good schools, whose courses of study are approved by the board, and who have pursued a two years' course in didactic subjects, consisting of school management, elementary psychology, principles of education, and primary methods of instruction, will be admitted to the examination on making proofs of two years of thirty-six weeks each of successful experience in primary teaching. When, in addition to the above didactic course, such candidates have also had a year of special training in a well organized primary training school, one year of thirty-six weeks of successful experience in primary school work, satisfactorily proved, will admit to the examination. Candidates who are graduates of higher institutions of learning, whose courses of study are approved by the board, and who have pursued during the junior or senior year of their course a year of pedagogical study consisting of history of education, science of education, and primary methods, will be admitted to the examination on satisfactory proofs covering thirty-six weeks of successful experience as primary teachers.

II. SCHOLASTIC EXAMINATION. To insure that the applicant has sufficient scholarship to be granted a primary teacher's certificate, the following things are required:

1. Such an examination in the branches, orthography, reading, writing, arithmetic, geography, grammar, history of the United States, and physiology and hygiene, as in each individual case may be necessary to insure good scholarship in the applicant. In cases where the applicant is the holder of an excellent county certificate in force in regard to these branches, this scholastic examination may not be necessary. By sending to the president of the board the certificate and any other documentary evidence that may assist in making the necessary proofs, this part of the examination can be determined before the date of appearance before the board.

2. The examination in English will be determined by a thesis of at least one thousand words.

III. PROFESSIONAL EXAMINATION. The following subjects constitute the professional examination: Psychology of the child, school management, history of education, school laws of Iowa, primary methods, vocal music, physical culture, drawing, and plant study.

IV. PLAN OF EXAMINATION. As preliminary, the application blank properly filled out, the fee of \$3, and the credentials mentioned in I and II, must all be filed with the president of the board *thirty* days before the dates of the examination, to receive consideration at that meeting, and be approved by the board before the written examination is given.

#### V. SCHEDULE OF TIME GRANTED.

##### *First Day.*

A. M.—8:00 to 9:30—Psychology of the child. School management.

9:30 to 12:00—History of education. School Laws of Iowa.

P. M.—1:30 to 4:00—Primary methods. Drawing. Plant Study.

4:00 to 5:00—Vocal Music. Physical Culture.

##### *Second Day.*

A. M.—8:00 to 12:00.—P. M.—1:30 to 5:00—Scholastic examination in case board requires same. See section II, note 1, in this circular.

#### VI. GENERAL SUGGESTIONS TO CANDIDATES.

1. Candidates are advised to arrive the day before at the place of examination, as no allowance can be made for delayed trains or for poor physical and mental condition caused by illness or loss of sleep.

2. The examination at the time announced will be restricted to the published program given in this circular.

3. All necessary paper, pens and pencils will be furnished each candidate at the time of the examination.

4. Lists of old questions are not sent to applicants, as they are no guide for the next examination.

5. The law governing this board can be found in sections 2628 to 2634, code 1897, and pages 7 and 8, school laws 1897.

*Note as to correspondence*—In order to facilitate office work, graduates of the state normal school, and the state university, conduct their business correspondence regarding diplomas, and

state certificates, with the presidents of their respective institutions.

All other official correspondence for the board must be with the president.

RICHARD C. BARRETT,  
*President Board of Educational Examiners.*

STATEMENT.

*Showing Record of Examinations Held by the State Board of Examiners  
Together with Fees Received.*

STATE CERTIFICATES.

DATE OF CERTIFICATE.	NO. OF APPLICANTS.		NO. OF CERTIFICATES GRANTED.		No. failed.	Fees received.
	Males.	Females.	Males.	Females.		
September 1, 1899.....	1	.....	1	.....	.....	\$ 3.00
October 1, 1899.....	.....	1	.....	1	.....	3.00
December 1, 1899.....	1	0	1	0	..	30.00
January 1, 1900 .. . . .	17	5	12	1	9	52.50
January 1, 1900.....	5	2	3	2	2	18.00
Renewal January 1, 1900.....	1	.....	1	.....	.....	3.00
Renewal January 8, 1900.....	4	14	4	14	.....	54.00
Renewal February 14, 1900 .. . . .	4	11	4	11	.....	45.00
February 14, 1900.....	.....	1	.....	1	.....	3.00
Renewal May 1, 1900.....	1	1	1	1	.....	6.00
June 1, 1900.....	2	6	2	6	.....	24.00
Renewal June 1, 1900.....	5	9	5	9	..	42.00
June 1, 1900.....	1	1	1	1	.....	6.00
Renewal June 8, 1900.....	3	7	3	7	.....	30.00
June 26, 1900 .. . . .	.....	2	.....	2	.....	6.00
June 28, 1900.....	9	15	9	15	.....	72.00
Renewal July 2, 1900.....	6	15	6	15	.....	63.00
Renewal July 2, 1900.....	8	18	8	18	.....	78.00
Renewal July 2, 1900 .. . . .	1	4	1	4	.....	15.00
July 2, 1900 .. . . .	4	17	4	17	.....	63.00
July 2, 1900.....	9	17	9	17	.....	78.00
July 2, 1900.....	7	19	7	19	.....	78.00
July 2, 1900.....	4	22	4	22	.....	78.00
July 2, 1900.....	5	21	5	21	.....	78.00
July 2, 1900 .. . . .	9	17	9	17	.....	78.00
July 2, 1900 .. . . .	2	3	2	3	.....	15.00
July 5, 1900 .. . . .	3	4	3	4	.....	21.00
Renewal August 1, 1900.....	1	.....	1	.....	.....	3.00
August 1, 1900 .. . . .	10	9	10	9	.....	57.00
August 1, 1900.....	7	12	7	12	.....	57.00
August 1, 1900. ....	6	15	2	1	18	36.00
August 1, 1900.....	8	14	8	14	.....	66.00
August 1, 1900. ....	1	.....	1	.....	.....	3.00
August 1, 1900.....	6	17	5	3	15	40.50
Renewal September 1, 1900 .. . . .	2	5	2	5	..	21.00
December 1, 1900 .. . . .	1	3	1	3	.....	12.00
December 1, 1900.....	1	.....	1	.....	.....	3.00
Renewal December 1, 1900 .. . . .	2	.....	2	.....	.....	6.00
Renewal December 1, 1900.....	.....	2	.....	2	.....	6.00
Renewal December 1, 1900.....	.....	1	.....	1	.....	3.00
December 1, 1900 .. . . .	7	13	7	13	.....	60.00
January 1, 1901.....	11	7	11	7	.....	54.00
January 1, 1901 .. . . .	15	11	7	3	16	54.00
January 1, 1901 .. . . .	1	1	1	1	.....	6.00
Renewal January 1, 1901.....	9	7	9	7	.....	48.00
Renewal July 1, 1901 .. . . .	1	5	1	5	.....	18.00

STATE CERTIFICATES—CONTINUED.

DATE OF CERTIFICATE.	NO. OF APPLICANTS.		NO. OF CERTIFICATES GRANTED.		No. failed.	Fees received.
	Male.	Female.	Male.	Female.		
Renewal, July 1, 1901.....	2	19	8	19	.....	\$ 81.00
Renewal, July 1, 1901.....	6	14	6	14	...	60.00
July 1, 1901.....	2	4	2	4	.....	18.00
July 1, 1901.....	7	10	6	8	3	46.50
Renewal, July 1, 1901.....	2	5	2	5	.	21.00
July 1, 1901.....	4	12	3	11	2	45.00
Renewal, July 1, 1901 ...	2	3	2	3	.....	15.00
July 1, 1901.....	3	23	3	23	.....	78.00
July 1, 1901.....	5	21	4	21	1	76.50
July 1, 1901.....	6	9	4	9	2	42.00
August 1, 1901....	6	5	3	4	4	27.00
Renewal, August 1, 1901.....	7	19	7	19	..	78.00
August 1, 1901 ..	4	22	3	18	5	70.50
August 1, 1901 ..	8	18	7	11	8	66.00
August 1, 1901.....	11	15	11	12	3	73.50
August 1, 1901.....	10	12	9	9	4	60.00
Totals. ....	292	574	261	513	92	\$ 2,460.00

PRIMARY CERTIFICATES.

July 23, 1899.....	..	1	.....	1	.....	\$ 3.00
December 1, 1899 .....	.....	1	.....	1	.....	3.00
January 1, 1900.....	.....	10	.....	9	1	28.50
June 1, 1900.....	.....	1	.....	1	.....	3.00
July 2, 1900 .....	.....	68	.....	68	.....	204.00
July 5, 1900 .....	.....	5	.....	5	.....	15.00
August 1, 1900.....	.....	15	.....	13	2	42.00
August 1, 1900 .....	.....	13	.....	13	.....	39.00
August 1, 1900.....	.....	4	.....	4	.....	12.00
August 1, 1900.....	.....	3	.....	3	.....	9.00
September 1, 1900 .....	.....	6	.....	3	3	13.50
September 1, 1900 .....	.....	7	.....	3	4	15.00
December 1, 1900.....	.....	1	.....	1	.....	3.00
December 1, 1900 .....	.....	5	.....	5	.....	15.00
January 1, 1901 .....	.....	9	.....	8	1	25.50
July 1, 1901.....	.....	5	.....	4	1	13.50
July 1, 1901.....	.....	11	.....	11	.....	33.00
August 1, 1901 .....	.....	1	.....	1	.....	3.00
August 1, 1901.....	.....	10	.....	6	4	24.00
August 1, 1901.....	.....	15	.....	13	2	42.00
Total.....	.....	191	.....	173	18	\$ 546.00

STATE DIPLOMAS.

DATE OF DIPLOMA.	NUMBER OF APPLICANTS.		DIPLOMAS GRANTED.		Failed.	Fees received.
	Males.	Females	Males.	Females		
September 1, 1899.....	1	.....	1	.....	.....	\$ 5.00
December 1, 1899.....	1	.....	1	.....	.....	5.00
January 1, 1900.....	4	.....	4	.....	.....	20.00
August 1, 1900.....	2	.....	2	.....	.....	10.00
December 1, 1900.....	1	.....	1	.....	.....	5.00
January 1, 1901 .....	4	4	3	4	1	37.50
July 1, 1901 .....	1	.....	1	.....	.....	5.00
July 1, 1901.....	15	7	15	7	.....	110.00
Total.....	29	11	28	11	1	\$ 197.50

SPECIAL CERTIFICATES.

DATE OF CERTIFICATE.	NUMBER OF APPLICANTS.		CERTIFICATES GRANTED.		Failed.	Fees received.	Kind.
	Males.	Females.	Males.	Females.			
January 1, 1901.....	....	2	.....	2		86 00	German. Vocal.
September 2, 1901....	....	1	.....	1		3.00	
Total.....	.....	3	.....	3	..	\$9.00	

SUMMARY.

KIND OF TESTIMONIAL.	NUMBER OF APPLICANTS.			CERTIFICATES AND DIPLOMAS ISSUED.			No. failed.	Fees received.
	Males.	Females.	Total.	Males.	Females.	Total.		
State certificates....	292	574	866	261	513	774	92	\$2,460.00
Primary certificates.....	.....	191	191	.....	173	173	18	546.00
State diplomas .....	29	11	40	28	11	39	1	197.50
Special certificates.....	.....	3	3	.....	3	3	....	9.00
Total.....	321	779	1,100	289	700	989	111	\$3,212.50

CERTIFICATES AND DIPLOMAS ISSUED UNDER THE PRESENT LAW BY BIENNIAL PERIODS.

	1882-83.	1884-85.	1886-87.	1888-89.	1890-91.	1892-93.	1894-95.	1896-97.	1898-99.	1900-01.	Total.
State certificates.....	7	9	53	141	238	252	440	509	680	774	3,103
State diplomas.....	.....	.....	38	44	52	38	54	41	42	39	348
Primary certificates.....	.....	.....	.....	.....	.....	.....	.....	.....	114	173	287
Special certificates.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	3
Total.....	7	9	91	185	290	290	494	550	836	989	3,741

RECEIVED IN EXAMINATION FEES.

1884-85.....	\$ 42.00
1886-87.....	33.00
1888-89.....	766.00
1890-91.....	856.50
1892-93.....	1,140.00
1894-95.....	1,282.00
1896-97.....	1,800.50
1898-99.....	2,456.50
1900-01.....	3,268.00
1901* .....	834.50
Total.....	\$12,479.00

\*From July 1st to September 30th.

PAID FOR EXPENSES.

1882-83.....	\$ 237.05
1884-85.....	72.55
1886-87.....	318.12
1888-89.....	539.50
1890-91.....	786.92
1892-93.....	549.81
1894-95.....	964.95
1896-97.....	1,052.28
1898-99.....	1,660.57
1900-01†.....	2,377.60
1901*.....	369.08
Total.....	\$ 8,928.43

SUMMARY.

Number of certificates issued to September 30, 1899.....	2,329
Number of certificates issued during period ending September 30, 1901.....	774
Total number issued.....	3,103
Expired by limitation.....	1,373
Number in force September 30, 1901.....	1,730
Number of primary certificates in force September 30, 1899.....	114
Number of primary certificates issued during period ending September 30, 1901.....	173
Number primary certificates in force September 30, 1901....	287
Number special certificates in force September 30, 1899, none.	
Number special certificates issued during period ending September 30, 1901.....	3
Number of diplomas in force September 30, 1899.....	309
Number diplomas issued during period ending September 30, 1901	39
Number in force September 30, 1901.....	348

STATEMENT

*Of the expenses of the state board of examiners from October 1, 1899, to October 1, 1901.*

WARRANTS ISSUED—TO WHOM.

From October 1 to December 31, 1899.

1899.		
October	9.	Amos N. Currier.....\$ .35
October	25.	Richard C. Barrett.....32.82

\* From July 1st to September 30, 1901.  
† From July 1, 1899, to June 30, 1901.

October	25.	Clara M. Travis.....	6.00
November	6.	O. E. Klingoman.....	4.50
November	27.	Helen Elliott.....	3.00
November	29.	H. H. Freer.....	12.00
November	29.	H. H. Seerley.....	11.70
December	15.	Ole O. Roe.....	9.00
December	30.	Lucy Curtis.....	46.00
Total.....			\$ 125.37

## From January 1 to December 31, 1900.

1900.			
January	4.	W. F. Giesseman .....	4.30
January	5.	Elizabeth Hughes .....	31.42
January	31.	Lucy Curtis ... ..	70.00
February	15.	H. H. Seerley .....	9.50
February	15.	H. H. Freer .....	11.10
February	15.	Elizabeth Hughes.....	11.40
February	20.	Richard C. Barrett.....	10.58
February	28.	Lucy Curtis.....	83.30
March	31.	Lucy Curtis .....	65.00
April	20.	W. F. Giesseman.....	8.90
April	30.	Lucy Curtis.....	75.00
May	22.	H. H. Seerley.....	22.90
May	29.	Elizabeth Hughes.....	14.00
May	31.	Lucy Curtis.....	75.00
June	16.	Nellie McAlvin .....	6.00
June	30.	George E. Mac Lean .....	7.50
June	30.	H. H. Freer .....	46.35
June	30.	Lucy Curtis.....	75.00
July	2.	F. M. Allen.....	3.00
July	3.	Richard C. Barrett.....	11.08
July	7.	W. F. Giesseman.....	4.50
July	26.	Helen Elliott .....	90.16
July	30.	H. C. Dorcas.....	6.00
July	31.	Lucy Curtis.....	75.00
August	14.	Helen Elliott.....	12.00
August	14.	H. H. Seerley. ....	3.50
August	14.	G. W. Walters.....	3.00
August	14.	R. M. Arey.....	7.50
August	14.	John J. Lambert.....	6.00
August	14.	Nellie McAlvin .....	6.00
August	14.	Maude Humphrey.....	6.00
August	14.	S. F. Hersey .....	4.50
August	21.	C. L. Dahlberg .....	7.84
August	27.	H. H. Freer.....	6.30
August	27.	George H. Betts. ....	27.00
August	31.	Lucy Curtis.....	75.00
September	15.	W. F. Giesseman.....	24.10
September	29.	Lucy Curtis.....	75.00
October	18.	Lucy Curtis.....	31.92

October	27.	W. F. Giesseman.....	25.20
October	31.	Lucy Curtis.....	75.00
November	30.	Elizabeth Hughes .....	10.30
November	30.	H. H. Freer .....	26.70
November	30.	H H. Seerley .....	9, 10
November	30.	Nellie McAlvin.....	6.00
November	30.	A. W. Rich.....	3.00
November	30.	Ira S. Condit .....	3.00
November	30.	Lucy Curtis.....	75.00
December	12.	W. F. Giesseman .....	3.20
December	31.	Elizabeth Hughes.....	19.00
December	31.	Lucy Curtis.....	75.00
December	31.	Geo. E. MacLean.....	3.50
Total.....			\$ 1,446.65

From January 1 to September 30, 1901.

1901.			
January	23.	A. W. Rich.....	\$ 3.00
January	23.	Eva L. Gregg.....	3.00
January	23.	Harry C. Cummins.....	1.50
January	23.	Jeanette Carpenter.....	1.50
January	31.	Lucy Curtis.....	75.00
February	1.	H. H. Seerley .....	9.35
February	1.	H' H. Freer.....	16.90
February	28.	Lucy Curtis.....	75.00
February	28.	W. F. Giesseman .....	6.30
June	5.	H. H. Seerley.....	9.40
June	5.	Louis Begeman.....	3.00
June	5.	Ira S. Condit .....	3.00
June	5.	L. W. Parish .....	6.00
June	5.	A. W. Rich .....	3.00
June	21.	W. F. Giesseman.....	7.60
June	21.	H. H. Freer .....	19.12
June	21.	A. W. Rich .....	9.00
June	21.	L. W. Parish .....	7.50
June	21.	Ira S. Condit .....	7.50
June	21.	G. W. Samson. ....	6.00
June	21.	M. F. Arey.....	4.50
June	21.	Louis Begeman.....	3.00
June	21.	Mamie F. Hearst .....	3.00
June	21.	Maude Humphrey.....	3.00
June	21.	Stella Satterthwaiet .....	3.00
June	21.	Harry C. Cummins.....	3.00
June	21.	H. H. Seerley.....	1.70
June	29.	Alice Bradrick .....	54.30
July	10.	A C. Dean.....	3.50
July	10.	Geo. E. MacLean.....	2.35
July	15.	A. C. Dean.....	5.00
July	25.	A. C. Dean. ....	5.00
July	31.	Alice Bradrick.....	112.62



August	1.	A. C. Dean.....	5.00
August	3.	W. F. Giesseman.....	10.50
August	5.	H. H. Seerley.....	2.00
August	5.	H. C. Dorcas.....	6.00
August	5.	Paul F. Voelker.....	6.00
August	5.	John McCulloch .....	7.50
August	5.	Ira S. Condit.....	3.00
August	5.	Harry C. Cummins .....	3.00
August	5.	Stella Satterthwaite. ....	3.00
August	5.	A. W. Rich ... ..	3.00
August	5.	Bertha L. Patt .....	3.00
August	5.	L. W. Parrish .....	6.00
August	5.	Mamie F. Hearst .....	3.00
August	5.	R. M. Arey.....	18.00
August	5.	Louis Begeman.....	3.00
August	9.	A. C. Dean.....	5.00
August	17.	A. C. Dean.....	5.00
August	22.	George H. Betts .....	10.50
August	31.	Alice Bradrick.....	120.46
September	4.	A. C. Dean.....	3.00
September	4.	Alice Bradrick .....	14.65

Total..... \$ 717.25

CERTIFICATES AND DIPLOMAS.

STATE CERTIFICATES.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
1899.		Jan. 1	J. M. Sylvester
Aug. 1	Frances L. Rogers	Jan. 1	G. M. Triplett
Sept. 1	H. O. Bateman	Jan. 1	L. H. Maus
Oct. 1	Emma C. Moulton	Jan. 1	F. A. Welch
Dec. 1	May Willams	Jan. 1	R. T. Scott
Dec. 1	Catherine Schmidt	Jan. 1	H. A. Dwelle
Dec. 1	Mame R. Prosser	Jan. 1	Minnie A. Carothers
Dec. 1	Bertha Blum	Jan. 1	Mrs. J. L. Buechele
Dec. 1	Mamie Burgess	Jan. 1	S. A. Darland
Dec. 1	Emilie Seltzer	Jan. 1	Life Harrison
Dec. 1	Margaret B. Thomas	Jan. 1	Lizzie A. Rhodes
Dec. 1	Laura B. Swan	Jan, 1	H. H. Davidson
Dec. 1	Thersa Horswell	Jan. 1	Wm. E. Kline
1900.		Jan. 1	Myra B. Dungan
Jan. 1	C. J. Boyington	Jan. 1	Agnes E. Otto
Jan. 1	E. C. Lynn	Jan. 1	Katharine Paine.
Jan. 1	J. W. Elwood	Jan. 8	Jessie L. Bradshaw
Jan, 1	C. W. Thompson	Jan. 8	Mary Brannan
Jan. 1	M. P. Weston	Jan. 8	John E. Cameron
Jan. 1	Clarence Dunn	Jan. 8	Celia Duff
Jan. 1	F. O. Smith	Jan. 8	John H. Ellison
Jan. 1	Emma A. Dilley	Jan. 8	Kittie M. Howard
Jan. 1	C. F. Goltry	Jan. 8	Manning Jaynes
Jan. 1	J. L. Gillies	Jan. 8	Olive Orr

## STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
Jan. 8	Esie A. Orcutt	June 28	Margaret Van Metre
Jan. 8	Nellie M. Starks.	June 28	Winston C. Osborn
Jan. 8	Mary S. Arnold	June 28	John F. Ogden
Jan. 8	Mary E. Davis	June 28	Grace Whitacre
Jan. 8	Ada Eighmy	June 28	Lillian E. Waite
Jan. 8	Gertrude Jakelin	June 28	Charles A. Webber
Jan. 8	Anna R. Kuebler	June 28	Abbie M. Safford
Jan. 8	Manton J. Lamb	June 28	Libbie Seymour
Jan. 8	Lucy J. Mowrer	June 28	Edith M. Seymour
Jan. 8	E. D. Sylvester	June 28	Tillman Smith
Jan. 8	Elsie M. Steinman	June 28	Lillian Jones
Jan. 8	Nellie L. Smith	June 28	Helen M. Eddy
Jan. 8	Josephine Smith	June 28	Clara L. Groendyke
Jan. 8	Mary L. Townsend	June 28	Lucy Cavanaugh
Jan. 8	Ella M. Thompson	June 28	Selma Daum
Jan. 8	Alice E. Taylor	June 28	Herbert C. Dorcas
Jan. 8	Lydia Tostlebe	June 28	Alica R. Brockway
Jan. 8	Mary E Waller	June 28	Ruby Baughman
Jan. 8	F. A. Wentland	June 28	John J. Louis
Jan. 8	Geo. H. Ballard	June 28	Edmund J. Louis
Feb. 14	M. E. Lumbar	June 28	Mary McGuire
Feb. 14	Etta Mendenhall	June 30	W. W. Cook
Feb. 14	Anna Bell Foss	July 2	Charles E. Buckley
Feb. 14	Lois Miller	July 2	May A. Brown
Feb. 14	Wm. C. Moyer	July 2	Vlasta S. Brehl
Feb. 14	Florence Ockerson	July 2	Geo. N. Briggs
Feb. 14	Alf. O. Bakken	July 2	Edith H. Curtis
Feb. 14	Joseph E. Allen	July 2	Ella M. Clark
Feb. 14	Delia R. Reilley	July 2	Wm. T. Davidson
Feb. 14	Mary T. Schoener	July 2	Lillian Dale
Feb. 14	Celesta F. Schoener	July 2	Emma C. DeGroff
Feb. 14	Willa Scott	July 2	Cora L. Ebersole
Feb. 14	Fannie R. Wilson	July 2	Clarissa A. Ensign
Feb. 14	Emma M. Wright	July 2	James E. Fitzgerald
Feb. 14	Nellie E. Young	July 2	Adella J. Gibson
Feb. 14	Gertrude E. Preston	July 2	Arthur M. Gray
May 1	Julia Gordon	July 2	Esmia Galt
June 1	Ellen J. Wing	July 2	Mina Hughes
June 1	Crystal Stair	July 2	Hettie W. Hibben
June 1	Ida M. Huffaker	July 2	Emma Mantz
June 1	Jennie A. Stiles	July 2	Libbie E. Hieber
June 1	Nellie Maynard	July 2	Orrin E. Hibbs
June 1	John W. Marker	July 2	Bessie Hall
June 1	Lucie E. Lukens	July 2	Carrie B. Hickman
June 1	Emma C. Larkin	July 2	J. Herbert Kelley
June 1	Zulema Kostomlatsky	July 2	Mollie Kelly
June 1	William C. Hicks	July 2	Edw. J. Leonard
June 1	Lawrence C. Focht	July 2	Margaret R. Muhs
June 1	Ethel M. Estabrook	July 2	N. Lavina Mowry
June 1	H. T. Curtis	July 2	Cora E. Munro
June 1	Anna Cunningham	July 2	Geo. McCammond
June 1	Laura R. Graham	July 2	Alice J. Mason
June 1	P. L. Larson	July 2	Blanche F. McGrath
June 1	Charles W. Lyon	July 2	Cora Dell Patterson
June 26	Lucy J. Feitz	July 2	Roxy M. Peterson
June 26	Ethel F. Carpenter	July 2	Mary B. Richardson
June 28	Katherine Mauthe	July 2	Mary A. Roberts
June 28	George Howard Fletcher	July 2	Ida M. Robison

## STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
July 2	Mary Rourke	July 2	Geo. A. Gletty
July 2	Erdena Rose	July 2	Vinnie Garrett
July 2	Guy H. Scobey	July 2	Theo. A. Gerard
July 2	Alice L. St. John	July 2	Florence E. Graham
July 2	Wm. R. Sandy	July 2	Ralph C. Hardie
July 2	Lucy J. Sweetzer	July 2	Albert L. Halstead
July 2	Alois L. Steidl	July 2	Martha Hutchinson
July 2	Steven S. Stockwell	July 2	Daisy Howe
July 2	Cassius E. Tool	July 2	Eva C. Hubbard
July 2	M. Adelaide Twinam	July 2	Mattie Hageman
July 2	Myrtle B. Tool	July 2	Lettie D. Horner
July 2	J. E. Vance	July 2	Johana Hansen
July 2	Janet Wilson	July 2	Lucy E. Hobbs
July 2	Alice E. Wright	July 2	Jennie A. Huie
July 2	Bertha V. Wyant	July 2	Anna Johnson
July 2	Carl C. Magee	July 2	T. Arthur Johnston
July 2	Margaret C. Gilchrist	July 2	Emma A. Jackson
July 2	Myrtie E. Anders	July 2	Hallie Jennings
July 2	Rodney M. Arey	July 2	Florence E. Kimball
July 2	Naomi Achenbach	July 2	C. H. Kamphoefner
July 2	Amy Arey	July 2	James Kendrick
July 2	Bessie Buchanan	July 2	Jennie M. Lindsey
July 2	Eva M. Baker	July 2	Lucy G. Lewis
July 2	Ellen S. Brummund	July 2	Chalmer Le Roy Love
July 2	Luralie Bidlack	July 2	Lillian E. Long
July 2	Willis J. Bell	July 2	Laura E. Martin
July 2	Grace E. Brainard	July 2	Alice Q. Mallory
July 2	Wm. B. Bell	July 2	E. W. B. Mark
July 2	Laura Bowman	July 2	Wm. G. Magee
July 2	Bessie C. Bardsley	July 2	Philomena M. Meyer
July 2	Margaret J. Craven	July 2	Nell I. Minor
July 2	Nellie Canfield	July 2	John McPherson
July 2	Agnes J. Carey	July 2	Mary L. McClung
July 2	Corinne Cochran	July 2	Ida I. Morris
July 2	Mary G. Canfield	July 2	Julia F. Miller
July 2	Mrs. C. S. Cory	July 2	Mae B. Mercer
July 2	Charles S. Cory	July 2	Harriet A. Mallon
July 2	Erie Dell Collins	July 2	Ella E. Moore
July 2	L. Mabel Dimmitt	July 2	Mina B. Ogden
July 2	Clara M. Daley	July 2	Kate Jane Putnam
July 2	Linnie A. Downs	July 2	Alda L. Potter
July 2	Lesta David	July 2	Olive Pond
July 2	Mary B. Donnan	July 2	Jas. M. Pierce
July 2	Harry W. Dana	July 2	Mary E. Patterson
July 2	Geo. D. Eaton	July 2	Benj. Quigley
July 2	Lena H. Englehart	July 2	Wm. H. Ray
July 2	Thos. L. Eland	July 2	Eliz Rittgers
July 2	Alice J. Edgerly	July 2	Maude B. Ransom
July 2	Irene V. Epley	July 2	Cora A. Reed
July 2	Sedonia L. Fesenbeck	July 2	Emma J. Ridgley
July 2	A. C. Fuller, Jr.	July 2	Mayme Randall
July 2	Florence A. Fleming	July 2	I. Leslie Reed
July 2	Elsie Fabrick	July 2	Lou B. Rollins
July 2	Maude L. Foote	July 2	Cornelia E. Rhynsberger
July 2	De Etta A. Fisher	July 2	Bessie E. Rathbun
July 2	Edna Gamble	July 2	Mabel Shaw
July 2	Margaret A. Gorman	July 2	Belle Supplee
July 2	Ellis T. Gilbert	July 2	Alice M. Simpson

## STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
July 2	Emma Shoudy	July 2	Ethel M. Burt
July 2	Susan E. Smith	July 2	Lulu Marsh
July 2	Casper Schenk	July 5	David Williams
July 2	Lucy E. Spicer	July 5	Lulu Washburn
July 2	Ina D. Shuttleworth	July 5	Grace I. Norton
July 2	Leonard D. Salisbury	July 5	Harriet G. Pierce
July 2	Edna Stone	July 5	Edward H. Crane
July 2	Sarah P. Sherman	July 5	Harriet M. Rankins
July 2	Paul B. Samson	July 5	John H. Rozema
July 2	Ida Nell Tupper	July 5	Paul F. Voelker
July 2	Margaret Thompson	July 24	Lenna M. Huffman
July 2	Belle Tellier	Aug. 1	J. A. Eckenrod
July 2	Mary H. Thompson	Aug. 1	Nellie May Emmons
July 2	Ethel M. Van Winkle	Aug. 1	Harry Hass
July 2	Olive Whitmore	Aug. 1	Frank S. Hill
July 2	Mabel Wise	Aug. 1	Edna A. Kepler
July 2	Jennie H. Wheeler	Aug. 1	Edith L. Phillips
July 2	Myra Woodford	Aug. 1	Louise Pashby
July 2	John P. Woodruff	Aug. 1	C. W. Ramseyer
July 2	Weslie Wiler	Aug. 1	Eva M. Saucer.
July 2	Mabel Whitney	Aug. 1	Mary Stewart
July 2	Belle Woodford	Aug. 1	Nettie Marie Siders
July 2	Ida M. Wilson	Aug. 1	S. R. Fitz
July 2	Flora A. Walker	Aug. 1	Anna L. Horton
July 2	Ida May West	Aug. 1	Nellie R. Schroeter
July 2	Clara Wakefield	Aug. 1	Wilbur J. Fleming
July 2	E. J. Warren	Aug. 1	E. G. Bailey
July 2	Beatrice S. Weller	Aug. 1	Matie Alexander
July 2	Wm. Q. Yost	Aug. 1	Berton L. Bankert
July 2	Harry C. Cummings	Aug. 1	Maude Bryte
July 2	W. H. Wadleigh	Aug. 1	Hanna E. Clendenon
July 2	Lincoln Antrim	Aug. 1	Albert S. Murray
July 2	Jos. W. Eaton	Aug. 1	Irwin S. Pepper
July 2	Grace E. Kincaid	Aug. 1	Belle Newell
July 2	Blanche Hinkley	Aug. 1	Anna E. Hindman
July 2	Ruth B. Elliott	Aug. 1	Rose A. Crow
July 2	Minnie L. Wilson	Aug. 1	Grace Griffitts
July 2	Margaret A. Tobin	Aug. 1	Hilles M. Taylor
July 2	Katherine Sheehan	Aug. 1	Bessie Burnett
July 2	Alma Marie Savage	Aug. 1	James Bever
July 2	Mary T. Sayre	Aug. 1	A. Theo. Whiting
July 2	Arthur T. S. Owen	Aug. 1	Daisy E. Wood
July 2	Leverett T. Newton	Aug. 1	Mary D. Hall
July 2	Josephine Bly	Aug. 1	David C. Neifert
July 2	Carrie L. Neidy	Aug. 1	Charles R. Lowe
July 2	Armanella Myers	Aug. 1	Nettie C. West
July 2	Jennie B. Maynard	Aug. 1	Lillian Rogers
July 2	Leila A. Mitchell	Aug. 1	Ruth Penrose
July 2	Ralph R. Lewis	Aug. 1	Frank R. Schafer
July 2	Mary E. Keehl	Aug. 1	Chancellor J. Brower
July 2	Anna E. Heller	Aug. 1	Nannie D. Gillies
July 2	Benjamin G. Hess	Aug. 1	Lida Hodge
July 2	Nellie M. Hoxie	Aug. 1	J. Edward Holmes
July 2	Hanora L. Huddy	Aug. 1	Dellora Sims
July 2	Robert D. Daugherty	Aug. 1	John J. Rae
July 2	Lewis D. Curtis, Jr	Aug. 1	Charles Murray
July 2	Amy Laura Clark	Aug. 1	George F. Ogden
July 2	Ada L. Blaska	Aug. 1	Guy Hughes

## STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
Aug. 1	Katherine A. Cocke	Dec. 1	Bridget V. Walsh
Aug. 1	Clyde E. Akers	1901.	
Aug. 1	Myra M. Jones	Jan. 1	Joseph R. Allen
Aug. 1	Elizabeth G. Macy	Jan. 1	Chas. E. Arnold
Aug. 1	John F. Overmeyer	Jan. 1	Chas. A. De Long
Aug. 1	Olive Taylor	Jan. 1	Benj. E. Finley
Aug. 1	Elizabeth M. Gill	Jan. 1	Phoebe Gregg
Aug. 1	William F. Persons	Jan. 1	John Hayes
Aug. 1	Herman H. Schroeder	Jan. 1	Frank M. Holmes
Aug. 1	Charles C. Gray	Jan. 1	Renwick J. Hartung
Aug. 1	Albert N. Orcutt	Jan. 1	Winifred Hunter
Aug. 1	Sarah M. Nauman	Jan. 1	James R. Howard
Aug. 1	Martha J. Moler	Jan. 1	Nellie D. Howard
Aug. 1	Luella M. Albbrook	Jan. 1	Minnie Klass
Aug. 1	Joseph M. Sniffen	Jan. 1	Jessie E. Loar
Aug. 1	Emmett J. Cable	Jan. 1	Kelsey G. Lancelot
Aug. 1	Wm. H. Kent	Jan. 1	John L. Latta
Aug. 1	Carrie S. Moffitt	Jan. 1	Mary H. Lewis
Sept. 1	Orra M. Bordner	Jan. 1	Jessie E. Marker
Sept. 1	J. C. Kellow	Jan. 1	James E. Moore
Sept. 1	Isabelle Cowan	Jan. 1	Oscar W. Maxwell
Sept. 1	Lee A. Glassburn	Jan. 1	Joseph S. McCowan
Sept. 1	Nettie A. Fibbs	Jan. 1	Mary L. Phelps
Sept. 1	Florence M. Enderlee	Jan. 1	Aaron Palmer
Sept. 1	William M. Moore	Jan. 1	Effie Pugh
Sept. 1	Eula Van Vranken	Jan. 1	Margaret A. M. Rice
Sept. 1	Bessie L. George	Jan. 1	John M. Stoke
Sept. 1	Mittie M. Pile.	Jan. 1	Chas. F. Schell
Sept. 1	William Bell	Jan. 1	Garrett O. Van Meter
Dec. 1	Edward E. Blythe	Jan. 1	Edw. A. Woodrow
Dec. 1	Anna L. Ehret Sharpe	Jan. 1	Anna Chamberlin
Dec. 1	Hattie M. Clearman	Jan. 1	Fred C. Clark
Dec. 1	Belle E. Newbold	Jan. 1	Wm. L. Barrett
Dec. 1	John F. Reed	Jan. 1	Curtis P. Beale
Dec. 1	W. Lee Jordan	Jan. 1	Harlan H. Hickman
Dec. 1	Edwin Dukes	Jan. 1	Chas. E. Hanchett
Dec. 1	Mary A. Anderson	Jan. 1	Mary A. Girton
Dec. 1	Sarah A. MacDonald	Jan. 1	Wm. W. Jeffers
Dec. 1	Della F. Northy	Jan. 1	Wm. J. Jerome
Dec. 1	John W. Atchley	Jan. 1	Emelie Kreig
Dec. 1	Inez Sue Bevans	Jan. 1	Clarence Messer
Dec. 1	Geo. J. Balzer	Jan. 1	Herbert Mitchell
Dec. 1	Jessie A. Butterfield	Jan. 1	Clara Pugh
Dec. 1	Maud L. Cramer	Jan. 1	J. M. Rapp
Dec. 1	Elmer E. Franklin	Jan. 1	Luella V. Simmons
Dec. 1	Mattie A. Freeburg	Jan. 1	Anna J. Ziek
Dec. 1	E. W. Gregson	Jan. 1	Harriet P. West
Dec. 1	W. J. Hunt	Jan. 1	Anna Batman
Dec. 1	Jedie E. Jones	July 1	Walter E. Atkinson
Dec. 1	Ella Lund	July 1	Nellie Anderson
Dec. 1	Thos. L. Long	July 1	Sarah E. Bershee
Dec. 1	Maud Lane	July 1	Edith S. Ballou
Dec. 1	Lucinda Minnick	July 1	Florence M. Butler
Dec. 1	Florence E. Miller	July 1	C. Bulah Burris
Dec. 1	E. Josephine Miller	July 1	Chas. W. Cruikshank
Dec. 1	Chas. U. Moore	July 1	Wm. E. Collins
Dec. 1	Ida Peterson	July 1	Grace E. Childs
Dec. 1	Ida A. Reimer	July 1	Alice R. Donahue

## STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
July 1	Mary A. England	July 1	G. Lester Martin
July 1	Adeline L. Fellingham	July 1	Estella D. Marshall
July 1	Harry A. Frise	July 1	Mary Patton
July 1	Cathryn R. Goble	July 1	John R. Slacks
July 1	R. A. Griffin	July 1	Chester E. Wright
July 1	Louise Gutenkunst	July 1	Callie Arnold
July 1	Marie Golden	July 1	Bertha L. Fehleisen
July 1	S. Stena Hansen	July 1	W. H. Whitford
July 1	Ida M. Hoeberg	July 1	Margaret Alston
July 1	Amy Hahn	July 1	Stella M. Speke
July 1	Esther Jacobs	July 1	Fannie Suplee
July 1	Chas. O. Jameysen	July 1	Thos. J. Fitzpatrick
July 1	Nellie G. Kaut	July 1	Mattie M. Bach
July 1	Knute N. Knudson	July 1	Annie D. Dickey
July 1	Mollie G. Leebrick	July 1	Jos. M. Holaday
July 1	Harriet Lane	July 1	Mary E. Hostetler
July 1	Chas. L. Lewis	July 1	Gertrude McClure
July 1	Laura McLane	July 1	Sara M. Nollen
July 1	Emma J. Mitchell	July 1	Frank L. Renshaw
July 1	J. I. Martin	July 1	Katherine Renshaw
July 1	Minta R. Moore	July 1	Ina B. Robinson
July 1	Evelyn Miller	July 1	Elizabeth Tweedy
July 1	Eva B. Moore	July 1	Florian Von Eschen
July 1	Lizz'e R. Marshall	July 1	Harriet J. Wall
July 1	Agnes L. Nairn	July 1	Hattie L. Sawyer
July 1	A J. Oblinger	July 1	William S. Still
July 1	Caroline Otis	July 1	Minnie D. Ashbrook
July 1	Cora E. Poor	July 1	Austin A. Baker
July 1	Daniel R. Perkins	July 1	Josephine L. Bunce
July 1	Maud Pinkerton	July 1	Katherine Schwertley
July 1	Elizabeth Perkins	July 1	Samuel Quigley
July 1	Mary E. Schroeder	July 1	Eliz. A. Arnett
July 1	James C. Sanders	July 1	Bessie B. Arnold
July 1	Thomas H. Stone	July 1	Bruce Alderman
July 1	Theresa Tiedmann	July 1	Edna F. Alexander
July 1	S. O. Thomas	July 1	Amelia Bauman
July 1	Melvin R. Timmerman	July 1	Jessie Blodgett
July 1	Helen A. Tyler	July 1	Emma Blezek
July 1	Frances M. Wallace	July 1	Lydia J. Blanch
July 1	Lillian Winzer	July 1	Belle Burkholder
July 1	Paula B. Winzer.	July 1	Fannie Butts
July 1	Alice J. White	July 1	William J. Barloon
July 1	Emma Youngquist	July 1	Lena M. Bedenbender
July 1	William A. Burton	July 1	Lizzie B. Beal
July 1	Frank A. Barber	July 1	Mae Cresswell
July 1	Annette Barnum	July 1	Lucy E. Calonkey
July 1	Sidna Dowell	July 1	Catherine Crawford
July 1	F. Sue Ford	July 1	Elizabeth M. Clifford
July 1	Fannie Flickinger	July 1	Lenora Collins
July 1	Fred H. Figert	July 1	Mabel M. Christie
July 1	Chas. H. Gilbert	July 1	Alice M. Cowie
July 1	Amy Graham.	July 1	Anna B. Dryden
July 1	Anna J. Gardner	July 1	Clara B. Denniston
July 1	Elmer E. Kuhn	July 1	Cliff S. Dunham
July 1	Sara Lowe	July 1	Ida Ericsson
July 1	Sadie McClain	July 1	Nellie M. Fields
July 1	Cap E. Miller	July 1	Addy Firkins
July 1	Ethel Meacham	July 1	Edith M. Fischer

## STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
July 1	Agnes Gilbride	Aug. 1	Agnes M. Cowan
July 1	Mabel A. Gilmore	Aug. 1	Ernest D. Ede
July 1	Emma A. Grau	Aug. 1	Margaret E. Galvin
July 1	Edward Gepson	Aug. 1	Mandelia Harsin
July 1	Jessie L. Harnit	Aug. 1	Margaret King
July 1	Venia Hawley	Aug. 1	S. T. May
July 1	Mary D. Hampton	Aug. 1	Geo. B. Rigg
July 1	Margaret Hawk	Aug. 1	Maggie M. Rogers
July 1	Louise Jones	Aug. 1	Elizabeth Wilcox
July 1	Ellen C. Jackson	Aug. 1	Lydia Whited
July 1	Eva M. Luse	Aug. 1	Florence Johnson
July 1	Margaret McLaughlin	Aug. 1	Deca Lodwick
July 1	Elsie Mendenhall	Aug. 1	Daisy M. Morris
July 1	Adena B. Olmstead	Aug. 1	Frank E. Tellier
July 1	Geneva H. Pike	Aug. 1	John L. Conger
July 1	Emily M. Porter	Aug. 1	Kate E. Hansen
July 1	David Patten	Aug. 1	Mary E. Lee
July 1	Hilma Peterson	Aug. 1	Anna M. Meier
July 1	Louis Pelzer	Aug. 1	Celia Peterson
July 1	Nellie L. Pemberton	Aug. 1	Ira G. Wilson
July 1	Roxy Parker	Aug. 1	Mildred Anderson
July 1	Ralph Rigby	Aug. 1	Leota Blackman
July 1	Anna Riggs	Aug. 1	Alice E. Blake
July 1	Laura K. Reynolds	Aug. 1	Jessie F. Brinkman
July 1	Olive Reed	Aug. 1	James A. Boyle
July 1	Lillian E. Rickert	Aug. 1	Lucretia Buckner
July 1	Izola Sweeney	Aug. 1	Elizabeth Burton
July 1	Rosa M. Schoelerman	Aug. 1	Alice L. Clark
July 1	Bessie Swan	Aug. 1	Jessie Craig
July 1	Effie A. Templeton	Aug. 1	Jessie E. Cundy
July 1	E. M. Wilcox	Aug. 1	Jessie L. Cunning
July 1	Lois S. Willson	Aug. 1	Minnie M. Egy
July 1	Edna M. Windolf	Aug. 1	Jennie B. French
July 1	Fred J. Walker	Aug. 1	Nora E. Hauger
July 1	Clarence Wassam	Aug. 1	Laura B. Hutchinson
July 1	Geo. A. Chaney	Aug. 1	Mary S. Indra
July 1	Grace M. Harrison	Aug. 1	Katie M. Ives
Aug. 1	Florence B. Bryte	Aug. 1	Grace S. Kane
Aug. 1	Geo. H. Colbert	Aug. 1	Geo. H. Kellogg
Aug. 1	John M. Hussey	Aug. 1	Gratia C. Kinney
Aug. 1	Thos. W. Keenan	Aug. 1	T. Blanche Le Valley
Aug. 1	Grace A. Nelson	Aug. 1	J. I. Lynch
Aug. 1	Amenda C. Nelson	Aug. 1	Geo. E. Misseldine
Aug. 1	Jennie Taylor	Aug. 1	Thos. E. McCarty
Aug. 1	Louise Westphal	Aug. 1	M. L. McQuilkin
Aug. 1	Belle Boyd	Aug. 1	Miller S. Nelson
Aug. 1	John W. Boyle	Aug. 1	John H. Phelps
Aug. 1	Edith Brooke	Aug. 1	Gertrude M. Powell
Aug. 1	Charlotte M. Davis	Aug. 1	Effie B. Roller
Aug. 1	Nellie F. Hudson	Aug. 1	Lillie A. Rollins
Aug. 1	Susie A. Hemenway	Aug. 1	Margaret M. Scallou
Aug. 1	Grace A. McNeil	Aug. 1	Frank R. Sebolt
Aug. 1	Amelia L. Parker	Aug. 1	Emma Secor
Aug. 1	Harry H. Savage	Aug. 1	Luella Sherer
Aug. 1	Harry S. Stein	Aug. 1	Violet Starr
Aug. 1	A. L. Brown	Aug. 1	Faith I. Stuntz
Aug. 1	Bertha E. Bush	Aug. 1	Ervin E. Strawn
Aug. 1	Alice Clark	Aug. 1	Margaret M. St. Clair



## STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
Aug. 1	Edgar R. Stoddard	Aug. 1	Mary E. Hardy
Aug. 1	Denison A. Tisdale	Aug. 1	Loretta E. Harrison
Aug. 1	J. E. Troth	Aug. 1	A. G. Hoel
Aug. 1	John T. Velin	Aug. 1	Jos S. Hofer
Aug. 1	H. F. Volkmann	Aug. 1	Ida Jacobs
Aug. 1	Geo. H. Washburn	Aug. 1	Mary G. McCullough
Aug. 1	J. R. Wilson	Aug. 1	J. Earl McLean
Aug. 1	Mamie L. Patty Winter	Aug. 1	Lottie M. Northey
Aug. 1	Amy I. Bascom	Aug. 1	John C. Phares
Aug. 1	Nellie Brand	Aug. 1	Etta J. Whipple
Aug. 1	L. W. Butler	Aug. 1	T. Vincent Bird
Aug. 1	Margaret Burr	Aug. 1	Blanche Riggs
Aug. 1	A. L. Burgoon	Aug. 1	Alzada B. Mowry
Aug. 1	Henry W. Chehock	Aug. 1	T. M. Prall
Aug. 1	Glen Daugherty	Aug. 1	James B. Green
Aug. 1	Phoebe Dixon	Aug. 7	Gertrude Barnard

## PRIMARY STATE CERTIFICATES.

1899.		July 2	Anna M. Lundien
July 23	Elizabeth Brashear	July 2	Mary L. Loveland
Dec. 1	Minnie Markham	July 2	Margaret E. Luther
1900.		July 2	Lillian McCulloch
Jan. 1	Mary A. Wilson	July 2	Mary F. Millett
Jan. 1	Harriet Stephens	July 2	Edyth A. McAlpine
Jan. 1	Clarice J. Baird	July 2	Lucy H. Meacham
Jan. 1	Amy A. White	July 2	Lucy Otis
Jan. 1	Mrs. J. J. Carr	July 2	Louise S. Peet
Jan. 1	Celia Potts	July 2	Eva L. Macy
Jan. 1	Nina A. Wilson	July 2	Lela Phelps
Jan. 1	Nellie C. Thompson	July 2	Stella Peterson
Jan. 1	Amine Quackenbush	July 2	Ora M. Quint
June 1	Alice Kinsley	July 2	Susie M. Riley
July 2	Maud L. Barger	July 2	Olive G. Reeve
July 2	Gertrude Coffman	July 2	Gladys Love Sigworth
July 2	Amy E. Ellenwood	July 2	Weltha Speake
July 2	Kate A. Davis	July 2	Pauline J. Schuff
July 2	R. Ellen Gillmor	July 2	Cora D. Sawyer
July 2	Etta Shellabarger	July 2	Cora M. Von Stein
July 2	Stella S. Savage	July 2	Blanch L. Vance
July 2	Bessie A. Stickney	July 2	Clara O. Wallingford
July 2	Anna B. Schneider	July 2	Avis Williams
July 2	Kittie I. Townsend	July 2	Marena F. Winter
July 2	Mae Williams	July 2	Marie H. Ash
July 2	Sara M. Wilson	July 2	Flora M. Gohagen
July 2	Frances A. Burns	July 2	May Greengside
July 2	Lillian L. Barber	July 2	Florence Knox
July 2	Edna E. Canfield	July 2	Leila Loudon
July 2	Katherine P. Castle	July 2	Gertrude E. Marshall
July 2	Margaret M. Campbell	July 2	Josie L. Knox
July 2	Clara A. Dablin	July 2	Lydia A. Schultz
July 2	Cora L. Dill	July 2	Minnetta Smith
July 2	Florence H. Gregg	July 2	Bertha E. Bennett
July 2	Adah M. Hayes	July 2	Martha Fothergill
July 2	Grace L. Hoyt	July 2	Kittie A. Lockwood
July 2	Mabel L. Hatch	July 2	Florence Anderson
July 2	Eva Jane Kephart	July 2	Nerva Bateman



## PRIMARY STATE CERTIFICATES—CONTINUED.

Date of Cert.	TO WHOM ISSUED.	Date of Cert.	TO WHOM ISSUED.
July 2	Grace Corbin	Dec. 1	Adelene Both
July 2	Clara C. Ingalls	Dec. 1	Mary H. Coughtry
July 2	Jennie E. Joyce	Dec. 1	Katherine G. Coughtry
July 2	Margaret C. King	Dec. 1	Zaidee L. King
July 2	Irmagard Hemingway	Dec. 1	Ella Nichols
July 2	Helena Feeny	Dec. 1	Bridget Mary Nelon
July 5	Adeline Currier	1901.	
July 5	Nora Kelly	Jan. 1	Eva M. Whitney
July 5	Harriet Carpenter	Jan. 1	Bertha E. Ohler
July 5	Ella Z. Huffman	Jan. 1	Ella Hart
July 5	Helen Johnston	Jan. 1	Myrtle Guthrie
Aug. 1	Emma Kalb	Jan. 1	Helen E. Fenner
Aug. 1	Lucy R. Neill	Jan. 1	Jessie Frazier
Aug. 1	Ethel Estella Smith	Jan. 1	Laura E. Colburn
Aug. 1	Cora A. Chamberlin	Jan. 1	Harriet E. Brand
Aug. 1	Nannie E. Crawford	July 1	Jennie Gilchrist
Aug. 1	Orpha E. Crook	July 1	Caroline A. Newcomb
Aug. 1	Clara A. Bowers	July 1	Mabel Bigelow
Aug. 1	Mary Ella Edelen	July 1	Flora Belle Groat
Aug. 1	Grace E. Evans	July 1	Fannie E. Leighton
Aug. 1	Mary J. Hart	July 1	Daisy Pickard
Aug. 1	Carrie M. Hawver	July 1	Gertrude Apple
Aug. 1	Harriet N. Ingman	July 1	Elizabeth Barr
Aug. 1	Madge M. Noble	July 1	Vae Barr
Aug. 1	Ella May Payton	July 1	Edith Childs
Aug. 1	Effie Stevens	July 1	Ida M. Gower
Aug. 1	Elizabeth Jones	July 1	Alice C. Joy
Aug. 1	Alice R. Davies	July 1	Deliah Putnam
Aug. 1	Sara L. Hart	July 1	Rebecca Rollinson
Aug. 1	Minnie H. Hindman	July 1	Bessie Sebolt
Aug. 1	Minnie Hanson	Aug. 1	Fannie S. Orth
Aug. 1	Mary A. Scott	Aug. 1	Helen S. Algyer
Aug. 1	Jane Howe	Aug. 1	Cora M. Belcher
Aug. 1	Mamie St. George	Aug. 1	Lillian E. Bowers
Aug. 1	Fannie A. Palmer	Aug. 1	Mattie L. Larkin
Aug. 1	Minnie Mae Myers	Aug. 1	Delphine Lutes
Aug. 1	Sadie Batten	Aug. 1	May L. Maynard
Aug. 1	Eleanor A. Canty	Aug. 1	Katherine Mann
Aug. 1	Martha E. Herrick	Aug. 1	Margaret McGovern
Aug. 1	Maude M. McFarland	Aug. 1	Myrtle G. Rose
Aug. 1	Ella Zuver	Aug. 1	Elnora E. Shillig
Aug. 1	Harriet W. Raw	Aug. 1	Clara V. Sine
Aug. 1	Mary J. Stotts	Aug. 1	Jessie L. Stanley
Aug. 1	Anna Hall Grace	Aug. 1	Ema C. Vandevort
Sept. 1	Margaret Ryan	Aug. 1	Augusta Anderson
Sept. 1	Stella G. Marsh	Aug. 1	M. Amelia Bates
Sept. 1	Martha Garrison	Aug. 1	Lou M. Graves
Sept. 1	Maude Utecht	Aug. 1	Anna B. Mikesell
Sept. 1	Lillian L. Kitterman	Aug. 1	Lou Watson
Sept. 1	Josephine Perrine	Aug. 1	Edith G. Whiting

## SPECIAL CERTIFICATES.

January 1, 1901, Carry von Bergen, (German).

January 1, 1901, Mary Ryan, (German).

September 2, 1901, Mrs. H. R. Reynolds, (Vocal.)

STATE DIPLOMAS.

Date of Di- pl'ma	TO WHOM ISSUED.	Date of Di- pl'ma	TO WHOM ISSUED.
1899.		July 2	Frank C. Woods
Oct. 2	Geo. H. Betts	July 2	Stella Tuttle
Dec. 1	J. H. Schroeder	July 2	Jos. E. Clayton
1900.		July 2	James P. Dodds
Jan. 1	A. V. Storm	July 2	John H. Ellyson
Jan. 1	F. A. Lacey	July 2	Ralph A. Elwood
Jan. 1	A. F. Styles	July 2	Ida Fesenbeck
Jan. 1	S. A. Power	July 2	Elizabeth Maclean
July 2	F. E. Lenocker	July 2	Samuel A. Potts
July 2	Henrietta Brayton	Aug. 1	George Galloway
July 2	Margaret L. Cunningham	Aug. 1	Chas. F. Garrett
July 2	Eugene G. Clark	Dec. 1	F. J. Sessions
July 2	Bridget E. Cunningham	1901.	
July 2	Deborah Davis	Jan. 1	J. Harrie Beveridge
July 2	Maude Humphrey	Jan. 2	Mary E. Chandler
July 2	Oliver M. Harvey	Jan. 2	Wm. F. Chevalier
July 2	Manning Jaynes	Jan. 2	Millicent M. Cuplin
July 2	Chas. W. Lyon	Jan. 2	Lydia Hinman
July 2	Margaret Mackin	Jan. 2	Elizabeth F. Wright
July 2	Gordon W. Randlett	Jan. 2	John F. Smith
July 2	Chas. Severance	July 1	Barclay C. Winslow



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## **CHAPTER VIII.**

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### **FREE TEXT-BOOKS FOR PUBLIC SCHOOLS.**

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**ADOPTION AND PURCHASE.**

**HOW TO SECURE ADOPTION.**

**DISTRICTS USING FREE BOOKS.**

**REPORTS FROM IOWA DISTRICTS.**

**EXPENSE OF FREE BOOKS.**

**LAWS IN DIFFERENT STATES.**

**ARGUMENTS IN FAVOR OF FREE BOOKS.**

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## FREE TEXT-BOOKS FOR PUBLIC SCHOOLS.

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Section 2836 provides that "whenever a petition signed by one-third or more of the legal voters, to be determined by the school board of any school corporation, shall be filed with the secretary thirty days or more before the annual meeting of the electors, asking that the question of providing free text-books for the use of pupils in the public schools thereof be submitted to the voters at the next annual meeting, he shall cause notice of such proposition to be given in the call for such meeting."

### ADOPTION AND PURCHASE.

Section 2837 provides that "if, at such meeting, a majority of the legal voters present and voting by ballot thereon shall authorize the board of directors of said school corporation to loan text-books to the pupils free of charge, then the board shall procure such books as shall be needed, in the manner provided by law for the purchase of text-books and loan them to the pupils. The board shall hold pupils responsible for any damage to, loss of, or failure to return any such books, and shall adopt such rules and regulations as may be reasonable and necessary for the keeping and preservation thereof. Any pupil shall be allowed to purchase any text-book used in in the school at cost. No pupil already supplied with text-books shall be supplied with others without charge until needed. The electors may, at any election called as provided in the last section, direct the board to discontinue the loaning of text-books to pupils."

### HOW TO SECURE ADOPTION.

By reference to the law as found in the sections quoted above, it will be seen that the steps necessary to secure the adoption of free text-books are as follows:

1. To file a petition signed by one-third or more of the legal voters, with the secretary of the school township or independent district not less than thirty days before the annual meeting of the electors.

2. The petition must contain a request to the board to submit to the electors the question of providing free text-books for all the pupils in the public schools of the corporation.

3. If the board is satisfied that the petition contains the names of one-third of the legal voters residing in the corporation, the submission of the question in the manner provided is mandatory, and the secretary shall give notice of such proposition in his call for the annual meeting.

4. The voting must be done by ballot, and if a majority of the ballots cast is in favor of the proposition, then the board must procure the books and loan them to the pupils under regulations in harmony with the law.

#### DISTRICTS USING FREE BOOKS.

Under the above provisions free text-books are now supplied to pupils in the following districts:

Allamakee county: Capoli, Fairview.

Audubon: Audubon, Exira.

Butler: German.

Calhoun: Manson, Rockwell City.

Cedar: Centerdale, Highland.

Cerro Gordo: Campbell.

Clay: Spencer.

Clinton: Orange, Clinton, Delmar, Excelsior.

Dallas: Dexter.

Fremont: Highland.

Guthrie: Pioneer.

Hancock: Amsterdam, Orethell.

Hardin: Union township, No. 8.

Harrison: Dunlap, Missouri Valley.

Jackson: Preston.

Linn: Kenwood Park.

Marshall: Marshalltown.

Mills: Glenwood, Preston, Gowen.

Page: Clarinda.

Pocahontas: Pocahontas.

Polk: Capital Park, East Des Moines, West Des Moines.

Pottawattamie: Neola, Council Bluffs.

Poweshiek: Grinnell.

Ringgold: Poe Nos. 1 and 2, Mt. Ayr.

Sioux: Sioux Center.

Story: Nevada, Slater, Bloomfield.

Tama: Toledo.

Warren: Oak Grove.

Webster: Westlund.

Winnebago: Norway, Logan, Mt. Valley.

Woodbury: Grant, Oto, Woodbury, Liberty, Pierson, No. 4.

## REPORTS FROM SOME DISTRICTS.

WEST DES MOINES.—Speaking of the plan, Mr. Louis C. Kurtz, of the independent district of West Des Moines, in his report as president of the board in March, 1901, said:

“In accordance with the vote of the electors of this school district, free text-books were purchased and placed in the hands of pupils in the old West Des Moines District in September, 1899, and in all schools of the consolidated district September, 1900. The expense has been \$15,621.67, and the results so far have been highly satisfactory. In addition to furnishing text-books free, the board has construed the law in a liberal spirit and furnishes also all pens, pencils, paper and other material needed by the pupils. Our school is in effect a free school in every particular and no pupil or parent can urge as an excuse for non-attendance the inability to purchase text-books or supplies. I believe that this has materially increased the attendance and improved the quality of the work done.”

Mr. S. H. Sheakley, city superintendent of the same district in his annual report for the year said that “the furnishing of text-books and supplies by the board has consequently been a great saving to the people, besides increasing the attendance and enabling better work to be done.”

CLINTON.—Clinton adopted the free text-book plan some years ago and in writing of its workings City Superintendent O. P. Bostwick says:

“In regard to care of books I would say that it is necessary for the teaching force to be vigilant and that a system of fines be adopted and enforced, otherwise many pupils will abuse the books. We have been very rigid in the enforcement of the fine system and have succeeded in keeping our books in good condition. I enclose blank form which is pasted in each book. Each teacher keeps in a loan record a duplicate of the entry made on this label.

We allow pupils to take their books home to study. I do not believe any diseases are contracted from use of free-text books. We have our books covered with patent book covers. When a book changes hands the old cover is taken off and a new one put on.

Free text-books are a great advantage because the schools are equipped at much less expense to the district. The books when not satisfactory can be exchanged for modern and better texts without hardship to any family. Besides, we always have at hand a supply of books for every pupil who moves into our city and any one moving out of our city has no supply of books to dispose of at a loss or to keep as dead property on their hands.

It will be a great advantage, in my judgment, if every district in the state would adopt the free text-book system.”

MARSHALLTOWN.—Mr. F. E. Willard, City Superintendent, Marshalltown, where free books have been in use for more than a year, writes as follows:

"The plan has worked very satisfactorily so far. It required considerable extra work on the part of the teachers at first, for the pupils had to be taught to take care of their books properly, but since the pupils have become accustomed to the requirements in this respect, there has been comparatively little extra work. The children certainly take much better care of their books than they did when they owned them. The covers, too, help to preserve the books.

"We have had no trouble from disease in this connection. If a pupil is taken sick with some contagious disease and there is a possibility that the books are infected, the books are burned. I should think that the loss through this cause has been between five and ten dollars. But all schools use supplementary readers which are passed from hand to hand, and in every school many second-hand school books are in use. There is no more danger from free text-books than from these. I do not think that the question of disease will ever be found a serious objection to the system where it has been tried. While it is some extra work to hold pupils responsible for the care of the books, I believe their training in this respect is worth something as an element of their education."

MISSOURI VALLEY.—At Missouri Valley the system was adopted in 1897. Writing of its working in 1900, Supt. A. B. Warner said:

"Introduction was gradual so that all books were not owned by the district for somewhat more than a year. Ten per cent of our pupils are in high school where books cost most and must be liberally supplied. We have an excellent supply of modern books in all grades and many reference and supplementary texts. The expenditure has averaged 77 cents per year for each pupil, including the high school, for the three years—\$1.04 for the first year, 86 cents for the second year, and 41 cents for the third year. But this does not represent the average cost since we now have on hands more than 6,000 volumes, most of which are in good condition. The above figures represent the average cost if we were to burn all books on hand at the close of this third year.

"The work of our schools has been greatly aided in many ways by free text-books and I have not heard a complaint from any patron. If there are any objections, I have not yet discovered them.

"Perhaps I should have stated that we do not attempt to furnish pupils' general supplies, save to a limited extent, and the above figures represent text-books only."

MT. AYR—Supt. Adam Pickett of Mt. Ayr says:

"I am pleased to inform you that we have had free text-books in nearly all the departments of our schools during the past three years, and the results have been very satisfactory to our pupils, teachers, and patrons. We are able to get all the children to work in the very beginning of each term, and when new pupils enter or transfers are made at any time during the term, no time is wasted, and thus the efficiency of the school is very much increased.

"Before making the experiment I thought I could give many cogent reasons why free text-books should not be provided. Many of these reasons have already disappeared; and the advantages now seem to me to be so great



that I feel that the district cannot afford to be without them, even from an economic standpoint."

MANSON.—The secretary of the board at Manson, Mr. C. R. Nicholson, writes:

" We have had the free text book system in our schools of Manson, nearly two years. It has given the very best of satisfaction, as it gives the teacher absolute control of each pupil. If a pupil can make an extra grade the books are simply exchanged, and the pupil put ahead. If the child can not keep up with the grade he can be changed so that at all times, the pupil is in the grade where he belongs. We bought the first year about \$1,000 worth of books, pupils 415. This, the second year, we have purchased about \$200 worth of books. We find that the cost of books to the pupils, used under this system, is just about one-sixth as much as when the books are bought by the parents, as the books can be kept good for several years. When a book is given out it is charged to the parent, and when returned it is credited, and if the books are damaged more than the ordinary wear, the parent must pay the damage. We think the system of free text-books a grand success, and only wish we might have a compulsory educational law."

#### EXPENSE OF FREE TEXT-BOOKS.

That the expense of free text-books is much less than that of individual ownership has been proven by experience. As a general statement it may be said that there is a gain of 25 per cent to 40 per cent in the cost, and 30 per cent to 40 per cent in the length of time the books can be used, which, together makes a saving of not less than 50 per cent per pupil.

Nebraska has reduced the cost per pupil to 45 cents, which includes all expenditures for books, pencils, paper, ink and slates.

The average annual cost in all the public schools of Maine has been as follows since 1891: \$1.16; \$ .54; \$ .34; \$ .40; \$ .46; \$ .57; \$ .67.

In New Jersey the annual report shows the cost to have been \$ .99 in 1895, \$1 in 1896, and \$ .86 in 1897.

In Pennsylvania the cost was \$ .56 in 1897 for free text-books and \$ .98 for text-books and supplies, not including the city of Philadelphia.

In Minnesota, where the law was passed in 1893, Superintendent Pendergast reported in 1897 that 3,458 common districts had adopted free books at a cost of \$ .42 per pupil; ninety-three independent and special districts at a cost of \$ .55; and 153 graded schools at a cost of \$ .75. This report shows that more than half of the districts were using free books and at cost decreasing from \$ .54, \$ .73 and \$ .90 in 1885 to \$ .42, \$ .55 and \$ .75 in 1897.

He further says that “notwithstanding the rapid increase in school population, the average annual cost per pupil has decreased beyond expectation.”

STATES HAVING COMPULSORY LAW FOR FREE TEXT-BOOKS.

Massachusetts .....	1884	Rhode Island.....	1893
Maine.....	1889	Pennsylvania.....	1893
New Hampshire.....	1889	Idaho ... ..	1893
Nebraska.....	1891	Vermont .....	1894
Delaware.....	1891	New Jersey .....	1894

STATES HAVING OPTIONAL LAW FOR FREE TEXT-BOOKS.

Connecticut .....	1886	New York.....	1894
Wisconsin .....	1887	Ohio .....	1894
Colorado .....	1887	North Dakota.....	1895
Maryland.....	1888	Iowa .....	1896
Michigan.. ...	1889	Kansas.....	1897
South Dakota .....	1890	Montana.....	1897
Minnesota .....	1893	Washington.....	1897

IMPORTANT CITIES HAVING FREE TEXT-BOOKS.

New York.....	St. Louis .....	1890
Brooklyn .....	Baltimore .....	1884
Boston .....	Pittsburg.....	1895
Buffalo. ....	Detroit.....	1891
Washington .....	Minneapolis.....	1893
Providence .....	Omaha.....	1876
Philadelphia.....	Denver.....	1894
Syracuse .....	Allegheny.....	1895
Toledo .....	New Haven .....	1890
Scranton .....	Lowell .....	1884
Worcester .....	Fall River.....	1873
	Cambridge.....	1884

ARGUMENTS IN FAVOR OF FREE TEXT-BOOKS.

1. It is the duty of the government to educate its future citizens so that they may be intelligent defenders of its rights and liberties. The state should see that all its school children are properly equipped for the work.
2. It makes the public schools free in fact as well as in name and removes a barrier that now prevents many poor children from attendance.
3. It secures uniformity of books in the district, and is much cheaper for the community, because the books are bought at the lowest wholesale prices and are used by more than one pupil.
4. It saves time at the beginning of each term of school because the pupils are supplied with books immediately and can go to work without the usual and sometimes annoying delay.

5. It secures better classification especially in rural schools and in all districts where there is a large floating population.

6. It develops and cultivates a careful use of public property on the part of the pupils, because they are held responsible for any unnecessary wear or damage of the books in their possession.

7. It gives opportunity to secure fresh and modern books; and prolongs the school life of many pupils who could not afford the expense for books in the higher grades.

8. It banishes unpleasant distinctions between those who can and those who cannot afford to buy their own books, such as often arise under a law providing free text-books for indigent children alone.

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## CHAPTER IX.

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### MANUAL FOR HIGH SCHOOLS.

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PLAN OF THE MANUAL.

INTRODUCTION TO MANUAL.

SECONDARY EDUCATION.

RULES GOVERNING ACCREDITED HIGH SCHOOLS.

HOW A HIGH SCHOOL MAY BECOME ACCREDITED

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## MANUAL FOR HIGH SCHOOLS.

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The State Teachers' Association, through one of its committees, presents this year a Manual for High Schools. The committee of which Prof. Thos. Nicholson is chairman, has had the same under most careful consideration for the past two years.

### PLAN OF MANUAL.

1. Introduction by State Supt. Richard C. Barrett.
2. Introduction by committee, containing acknowledgment of names of those who have contributed to the work.
3. Practical Points on High School Work, J. J. McConnell, City Superintendent, Cedar Rapids.
4. Paper on Records and How to Keep Them, Prof. H. C. Dorcas, State University, Iowa City.
5. Secondary Education, Dr. Homer H. Seerley, President State Normal School, Cedar Falls.
6. Excerpts from the Report of the Committee of Ten of the National Educational Association; and the last report of the Committee of Twelve, adopted by the Iowa State Teachers' Association.
7. Discussion of the Best Method of Presenting High School Subjects, including chemistry, zoology, astronomy, economics, literature, German, French and Latin, besides other subjects.
8. Rules Governing the Accrediting of High Schools.

### INTRODUCTION.

By law it is the duty of the board of directors to prescribe a course of study for the schools over which they have control. This unfortunately results in a great variety of courses even though conditions are the same. The Twenty-eighth General Assembly, recognizing the need and value of greater uniformity, authorized the superintendent of public instruction to prepare, publish and distribute a course of study for high schools. The state teachers' association, having for several years, through a committee of twelve, been at work on a manual for high schools,

it was deemed wise for the department to co-operate. This has been done most cheerfully.

The committee first studied the high school and learned its real condition; second, it ascertained the requirements for such a course as suggested by the National Educational Association; third, it considered the entrance requirements of Iowa colleges; fourth, it considered the whole question with a view to producing a course that would prove of the greatest value to pupils in general in our own high schools. I believe that no course heretofore submitted has been so carefully prepared. That it will be most cordially received, I have no doubt. That it will prove of inestimable value is unquestioned, if rightly used.

While commending the manual to boards of directors we caution them against attempting to do more than can be well and thoroughly accomplished with the teaching force and equipment they have. The common school, of which the high school is a part, is for all the pupils, of all the people, and in it should be taught well the fundamentals of an English education. The manual will assist in determining the subjects to be taught, the order and best method of presenting the same, and the amount of work to be done in a given time. It is a valuable contribution to the educational literature of the state.

RICHARD C. BARRETT,  
*Superintendent Public Instruction.*

October 26, 1901.

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## EXCERPTS FROM MANUAL.

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### SECONDARY EDUCATION.

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America commonly classifies the schools of her several commonwealths as elementary, secondary and higher. The order of the historic development of the so-called American system was first the college, second the elementary schools and finally the secondary school, the last established as necessary connecting link between the elementary school and the college. The first secondary schools were not public but private and endowed fitting schools, having as their chief business the preparation of young men for higher education. The standard of the courses maintained was determined by the college entrance requirements and changes were readily and easily made to suit the new or additional demands of better preparation for college. With the growth and development of free public schools the people came to feel that it would be better to keep the boys at home during these years of attendance at the academy. The pride and ambition of communities also aided in expanding the courses of study of the elementary schools

by the introduction of academic studies until the modern public high school became a fact in every enterprising, progressive town and city. This high school being a new type of a secondary school; not subject to the dictation of the college as the academy had been, became an institution specially under the dominion of local public opinion, directed and developed by representatives of the people selected by a majority vote at the popular election. The high school, therefore, became a secondary school with a broader mission than its predecessor, the academy, and it was soon attended by a large number of pupils who sought the education there obtainable for its own sake or as a training for practical life, rather than as simply a preparation for higher study in the colleges and universities. The establishment of such secondary schools in every center where the people were willing to tax themselves for their support has opened up an educational field which for importance for public welfare and for ever expanding opportunities to those who exercise the teaching vocation has had no parallel in the educational history of the past century. The last decade has witnessed remarkable expansion in this direction. The most palatial structures have been created, the most expensive and complete laboratories have been provided, the most modern and decided equipments have been selected, the latest ideas in ventilation and heating have been adopted; in fact, nothing is too modern or too good for these most popular institutions, while the course of study in all its phases has been modified and enlarged until almost everything taught in any sort of school is today offered to the children and youth who enroll and accept the free instruction and training thus granted.

#### THE SCOPE OF SECONDARY EDUCATION.

What may properly be included in the work of a secondary school, organized, equipped, supported and patronized as the public high school today is, presents a difficult problem. The people evidently may extend the work to any grade as public educational limits depend entirely upon public opinion, decision and action, but it seems reasonable to assume that for general purposes the public high school finds its limits of service, for in fact, that it is a connecting link between the elementary schools and higher and professional education, as well as a school fitting its pupils for the practical and business occupations of human life. It must certainly be conceded that a high school which does not through its courses of study open up the opportunity for its graduates to go on into higher education, without loss of time or effort, fails to fulfill its entire function. If it provides more than the minimum requirements for entrance of present day colleges, it is not to be assumed that it exceeds its true function, but if through doing this its managers sacrifice thoroughness and completeness, substituting a smattering of many branches for a substantial knowledge of few essentials, such education does an irreparable injury. It will tend to disgust or to discourage the children who sooner or later become conscious of lack of power in the use of the knowledge supposed to be acquired and it will also deprive them of the development and training which all true education is assumed positively to give.

#### THE PURPOSE OF SECONDARY EDUCATION.

Education as an organized effort always has a definite purpose. The general motive in completing a course of study is not the attainment of rank

nor the honor of graduation. The sacrifices made by parents and children have a more substantial basis than the mere gaining of diplomas and compliments. It must have as its chief object the betterment of the individual in such lines of efficiency and usefulness as can never be satisfied by the factitious nor the fanciful. It is evident that schools are to be judged more by what they actually do for the generation under their instruction than by what they advertise to do or claim to do. Their inner life has more to do with the outcome of their pupils than their plans of organization or methods of instruction. The making of men and women in thought and action is the fundamental purpose rightly assumed as the foremost duty of a good high school, whether those under its influence go to college or go at once to activities of practical life.

#### THE IDEALS OF THE SECONDARY SCHOOL.

The reality that will be attained by any system of education is dependent to a large degree upon the ideals evolved and accepted. The over-expansion of a course of study; the attempt to maintain a high school without sufficient teaching force or without teachers of good extensive scholarship are results of false ideals. So with the placing of the factitious and pretentious foremost in educational work and the underestimate often put upon accuracy and thoroughness, all are the logical result of false ideals. High school education conducted by the unprepared, by the untrained, by the unschooled, or by the narrow-minded will always fail to produce efficiency in scholarship, largeness in skill, thoughtfulness in thinking or strength in constructive ability or executive power. The ideals of culture, of manly power, or readiness of action, of thoughtfulness, of investigation, are all essential in the kind of results that true education can and does supply. The secondary education of the present day undertakes too much with the little, hopes to accomplish too much in too short a time and believes too much in books and facilities as substitutes for personality, character and scholarship in the teachers.

#### FAULTS TO BE AVOIDED.

That there are faults in present-day secondary education which should be studied carefully, corrected judiciously, and assisted determinedly, is certain. They are the product of several agencies. We shall enumerate a few simply to call attention to them, hoping that the people, the school boards, and the teachers may jointly work out a better condition as the improvement of the schools depends upon the intelligence and interest of local authorities rather than upon law in itself.

1. Generally there are too many isolated branches or subjects in the course of study. The time given to a specific subject is too brief to really accomplish enough to profit the pupil. Yearly units of work are regarded by the best authorities today as the minimum time that should be accorded to any branch of study that is worth introducing into the program of instruction. The term-unit so frequently found is actually a waste of time, as such an arrangement gives no body of knowledge which contributes to educational progress in the pupils afterwards or which gives them capacity in practical affairs.

2. The study of sciences requires well equipped laboratories. Text-book study and recitations as frequently conducted may give some general



knowledge, but such methods fail to accomplish the real purpose of the study of these sciences. Properly taught these branches will leave pupils capable of investigation, of careful and independent observation, and will put them in possession of the principles upon which legitimate conclusions from observed facts are reached.

3. The teachers in secondary schools need a much more extended knowledge of the branches taught than is usual, while ability and skill in handling apparatus and in giving instruction that is of the highest order is vital to success. The modern text-book has so many excellencies and contains so much method and direction for teachers, that many incompetent teachers aspire to do high school work with only such pedagogical preparation as is thus gained. The authority which the modern text-book has attained in popular favor is of such a character that the patrons are satisfied, if their children seem to have a moderate knowledge of what the book contains. So far has this gone that many people accept the text-book as a fetich and believe that with its supremacy, even ignorant teachers can succeed in advancing the education of children by thus causing them to acquire knowledge. We need to learn the philosophy of the German maxim, "The teacher is the school."

4. The needs of language, history and allied studies, demand that a superior library of reference and general books, specially selected to make all such studies profitable and possible, be provided in every school. Under the present system of text-book study, these important branches are made so formal, as limited in information and so technical that the personal, individual work most essential is omitted. The public library of the city or community cannot be a substitute for such school library. With the common extensive selection of temporary and light fiction for public libraries, there is likely to be more detriment than benefit to those pupils in school who make a large use of the public library privileges. Since this cannot be controlled nor easily managed, the good of the pupils in a high school demands that the opportunity for wide study in a school library be provided so that the school and its library may be one in interest and object.

5. Economical methods may be so seriously and extensively applied by the authorities appointed by the people to manage the school system, (1) in the small salaries paid the teachers, (2) in the few appliances granted with which to do the work, (3) in the large number and variety of branches and classes expected to be taught by an extremely limited teaching force, that the pupils enrolled enjoy a high school in name and not in fact. There are limits below which a school board cannot go in salary and get a competent and satisfactory teacher. There are possibilities in instruction that cannot be reached unless the essential appliances are at hand. There is a common custom in too many schools to give a teacher so many classes, so many branches, or so many pupils, that his work is much depreciated in efficiency. There is a point where so-called economy becomes reckless waste and useless extravagance.

#### THE TEACHING OF CHEMISTRY.

*Kinds of Courses Taught.*—Perhaps in no other subject of the school curriculum is there such wide diversity in the nature of the elementary or introductory courses offered as in chemistry. The want of anything approaching uniformity in the subject-matter of the courses or in the

methods of teaching may be due to several causes among which are: (1) The comparative youth of the science and its rapid development, affording as yet some ground for a difference of opinion regarding the relative importance of its several branches. (2) The immensely important applications of its principles in the arts, tending to attract the attention of teachers and pupils away from the parent science itself, and (3), the want of laboratory facilities to carry out a good course in general experimental work, and the want of time for the teacher to make adequate preparation for such work.

The many varieties of courses may be classified roughly under four heads, as follows:

(1.) Recitations from a text-book, or lectures, the teacher performing the experiments before the class. As a rule principles are announced and then experiments are performed to illustrate them, or as frequently said, "to illustrate the text." The method marks the earliest science-teaching and was carried over from other subjects. It yet holds a place in many respectable schools by inertia and because it is easy, or because there are no laboratory facilities for large beginning classes. Strictly speaking it is not science teaching since it is contrary to the scientific method. It fails to secure to the pupil that intimate knowledge of experimental inquiry, and the appreciation of the fundamental importance of experimental facts that can come only from doing the work himself.

(2.) Recitations in general chemistry during ten or twelve weeks, after which the pupils do qualitative work. The existence of this course, and it is very common, is due in part to the above causes, but primarily, it would seem, to a fundamental misconception as to what constitutes chemistry. For the real science with its laws and philosophy, without which there can be no science, is substituted merely an aid to the study of chemistry, or a branch of technology. The laboratory work is done largely by following mechanically the directions laid down in a book, and it is difficult to see how the pupil is to derive much educational advantage from it beyond that of manual training. Analytical work is important in its place, but it should be taken up only after the pupil has had a thorough course in the principles of general chemistry. It is questionable whether it should be taken up at all in a high school, save perhaps incidentally in the study of general chemistry.

(3.) Qualitative analysis from the beginning with little or no introductory work in general chemistry. Such a course hardly deserves the name of chemistry, and it has aptly been called "test-tubing." It need not be farther considered.

(4.) Recitations or lectures on general chemistry with parallel and distinctly related laboratory work. There is no doubt that under this head would fall the courses taught by the great majority of able teachers and advocated by students of pedagogy. Such a course is difficult to teach but it is chemistry and is far more remunerative. The remainder of this paper relates primarily to such a course.

It may be remarked in this connection that it is very unfortunate for the study of chemistry in high schools that there is no commonly accepted ideal as to what constitutes a normal course in this science. Almost any school with continuity of ideal or policy could soon accumulate the requisite laboratory facilities for a good course, but this is hardly practicable if the nature

of the work and therefore the character of the apparatus demanded is to change with the in-coming of every new teacher.

*Time Devoted to Chemistry.*—To cover the ground of elementary chemistry as science, requires at least a three-hour course extending throughout the year. A five-hour course would be better. If so much time cannot be given to the subject, it would be better to confine the work mostly to the so-called non-metals, since this will suffice for the development of the elements of the theory, rather than to attempt to study all the common elements in detail.

*Proportion of Laboratory Work.*—With a good equipment nearly or quite one half of the time should be devoted to laboratory work. More time can be given to make clear the significance of the work by individual instruction at the pupil's desk. All laboratory work without a clear idea of its relation to chemical principles is just as bad as all text-book.

*Character of Laboratory Work.*—The chief value of laboratory work consists in manual training, in the exercise of judgment in applying means to ends and, most important of all, in its bearing upon scientific facts and principles. It is evident, therefore, that good experiments should not be too simple nor yet beyond the powers of the pupil, and they should bring out facts and suggest principles. An experiment which brings to light several facts and has a direct bearing upon a principle is to be preferred to one that brings out only an isolated fact. A few experiments of the first importance, done with thoroughness and care are of more value than many experiments of minor importance, done with haste and carelessness.

In general the standard experiments relating to the preparation and properties of the non-metallic elements and their compounds are of more importance to the beginner than precipitating compounds of the metals, blowpiping or testing in other ways. A few simple quantitative experiments should be included in every course, but if too many or too difficult they are likely to produce failure and discouragement.

*Length of Laboratory Periods.*—The laboratory period should be at least twice the length of a recitation period. It is surprising to find that in some of the best high schools the laboratory period is only forty minutes in length. In many cases it is almost absolutely necessary that the pupil should perform without interruption a group of closely related experiments such as in the preparation and study of the properties of oxygen, chlorine ammonia, and this cannot be done in forty minutes. Again, many of the most valuable experiments in both chemistry and physics demand more than that amount of time. In a large high school the author recently asked the instructor how he managed to have his pupils do certain experiments within the prescribed period, and the answer was, "We have the apparatus already set up for them at the beginning of the period." In other words the pupil merely pressed the button. Is that teaching science?

*The Inductive Method.*—It is probably neither practicable nor desirable to carry out in the strictest sense the inductive method in teaching chemistry. Most pupils have neither the ability nor the time to rediscover the science of chemistry. The presence of the descriptive text-book makes it impracticable to pursue a strictly inductive plan. Nevertheless, the spirit of the course should be inductive. By this is meant facts first and then principles and theories as the logical inferences from facts.

The laboratory work upon any topic should *precede* the recitation or lecture upon the same topic. The experiments should be discussed in the recitation-room after the laboratory work has been done, and the facts they teach should be made clear. Other experiments should be performed by the teacher and their significance made plain. Around the facts brought out by the experiments should be grouped other related facts, and then principles and theories may in the true inductive spirit be discussed in the light of these facts.

*The Order of Study.*—Unfortunately that part of general chemistry offering most difficulty both in the laboratory and in the recitation-room must come near the beginning of the course; that is non-metallic elements where are met most of the gaseous elements and compounds. It is very desirable that the elements of theory be introduced near the beginning of the course, and for the consideration of theory a knowledge of the compositions and reactions of gases by volume is essential. For this reason a good order of study is, oxygen, hydrogen, chlorine, bromine, iodine, nitrogen and their compounds, and air. A little theory may then be introduced, after which the non-metallic elements may be taken up so far as practicable in groups, as they occur in the periodic arrangement. This arrangement is probably not final but it is practically of great advantage to study nearly related elements together instead of in the purely artificial order as they occur in the analytic groups. Leaving out the above elements as already studied, perhaps the groups whose elements are most important in the study of chemical theory are in order, VI, V, IV, III, I, II, VIII, VII.

*Chemical Theory.*—Chemical theory is difficult, but it may be made far easier for the pupil if introduced as he is prepared for it and it is skillfully presented. Only a knowledge of chemical facts can prepare the pupil for the comprehension of the theory. The common practice of the text-books in presenting a mass of theory at the very beginning, including atomic and molecular weights, formulæ, valence, cannot be too strongly condemned. This is seemingly done in order that reactions may be represented by equations of formulæ, which seems to be the end and goal of chemical study in the minds of some text-book writers and teachers.

The foundation of chemical theory as regards atoms, molecules and reactions is proportion by weight and by volume. The logical procedure in the earlier part of the course is, therefore, to represent reactions by weight, and by volume if gases are concerned. The laws of definite and multiple proportions naturally and even inevitably come to the fore, and these lead naturally to the ideas of atom and molecule. The ideas of atoms and molecules may be presented as soon as oxygen and hydrogen and their compounds have been studied. After the study of chlorine, bromine, nitrogen and their compounds, these ideas may be brought up again and enlarged upon. At this point proportions by weight and by volume may be translated into formulæ and these may be used in a tentative way. About the middle of the course may be introduced in an elementary way the determination of atomic and molecular weights, and the calculation of formulæ. In short the theory should be presented in small amounts as the pupils are ready for it, and each time that which has been previously presented should be reviewed.

One of the greatest evils in the teaching of elementary chemistry is the misuse of formulæ and equations. They are merely the receptacles of truth,

or forms of expressing truth inferred from experiments and not means of discovering truth. The teacher is often asked to give rules for writing equations. Manifestly in the very nature of the case there can be no such rules, since equations merely represent reactions that take place. With a knowledge of a part of a reaction, related reactions and valence, the remainder of the reaction may with much probability be inferred, but the result of such inference is never certain until proved by experiment.

*Laboratory Management.*—It is not advisable to undertake the study of chemistry in a high school without some facilities for laboratory work by students. A beginning may be made with a few essentials and a prospect of increasing the equipment. With a consistent purpose, care of apparatus and judicious small expenditures each year a good working equipment is soon accumulated.

The first requisites for good laboratory work are sufficient space and desk room for individual students. The apparatus should be sufficient in quality and quantity, every student should have his own and should be held responsible for it. There should be no such thing as two students working together upon the same experiment at the same time.

The chemicals and apparatus absolutely necessary to good laboratory work are not expensive. Fortunately schools may import, through American dealers, chemicals and apparatus duty free or at prices only a little more than half those paid at home. Importers are willing to handle orders of \$100 or even less.

In purchasing supplies two mistakes are very commonly made. The first is the purchase of a few expensive pieces for the teacher to use before the class instead of getting a large number of simpler things for the same amount of money, suitable for the use of students. It is not at all uncommon to find in a high school laboratory half a dozen show pieces of physical apparatus which cost enough money, had it been judiciously expended, to fit up very fairly a physical laboratory for a dozen pupils doing elementary work. The second mistake applies chiefly to chemistry, and is that of buying chemically pure chemicals for almost everything. Such chemicals cost as a rule three to four times as much as the ordinary commercial chemicals, which in nine cases in ten are just as good as the chemically pure. Another extravagance is the purchase of Bohemian glassware which costs twice as much as the modern German ware that for most purposes is just as good.

Everything connected with the laboratory should be reduced to system. All chemicals and apparatus needed in any laboratory period should be provided beforehand. Failure at one or two points may throw a whole class into confusion. Work of the initiated should not be committed to wholly inexperienced hands. For example, hard glass tubing should be worked into the necessary forms beforehand by the teacher. Only the experienced can quickly and surely bore cork stoppers and set up gas-tight apparatus with them. Endless annoyance and failure are spared by using rubber stoppers and counting waste by corks; rubber stoppers are cheap.

Shelf reagents and other solutions for students' use should never be made up by guess, but by following a definite system of concentrations that experience has proven good.

*Laboratory Teaching.*—The printed or written directions for the experimental work should be clean and explicit, and even then it is best to supple-



ment the directions and illustrate difficult points in the work before the pupils enter the laboratory. The efficient teacher will take such occasions to make necessary changes in the directions, if they are not his own to suit his own environment. On such occasions apparatus at all complicated should be set up before the class, and it is well to place it in the laboratory as a model.

While good laboratory work is indispensable in the proper study of chemistry, it cannot be too strongly urged that even a well selected course of experiments may be so done as to result in little more than inferior manual training. The teacher must ever be on the alert to prevent pupils from falling into mechanical and slovenly habits of work. Nothing but persistent questioning and suggestions will prevent the former, and nothing but unsparing criticism with suggestions, having the force of commands will prevent the latter. The common idea that any apparatus that "will work" is good enough should not be tolerated. The teacher should unhesitatingly require the pupil to reconstruct any piece of apparatus not properly set up and to readjust it until it is right. An experiment performed with only partial success should be repeated until proper results are obtained. It should not be expected that all experiments will be successful the first time they are tried by inexperienced hands. With rare exceptions the teacher should resist the temptation to help the pupil out of a difficulty with his own hands, and should confine his aid to suggestions.

*Note Taking.*—The laboratory note book should contain a faithful record of the student's work, including a description of the apparatus, a statement of the chemicals used, conditions, results and any inferences that may legitimately be drawn. The notes should be written as the experiments are performed and never copied. Only those notes that are original records are of value. Such note books with their poor penmanship and stains made by chemicals do not look so well as the elaborated faultless copies made at home, but that fact is not to be considered when we remember that such copied notes lose their value as records.

The teacher should beware of the note-books sold by publishers and having such headings as "Requirements", "Conditions", "Observations", "Conclusions", followed by blanks for the student to fill in. Do not quench any spark of originality the pupil may have by any such stereotyped artifices. The notes should read as records of work done, and should be in the most accurate and concise language. They should be self-explanatory and not require the laboratory hand-book for their interpretation. Beyond requiring proper arrangement, title of the experiment, paragraphing and placing numbers to be compared in the same vertical column, the individuality of the pupil may be allowed to assert itself. Outline drawings of apparatus should be specially encouraged.

*The teachers*—A man of first rate ability, bright, energetic and resourceful, may teach chemistry well in a high school though he has taken only one full year course in the science in a college or university, but two or three years of preparation are very much better. It is only the exceptional man who can do good work with one year's preparation, and one who has had good training in related sciences, such as physics.

The author wishes to make a plea against the over-burdening of the science teacher. To conduct the recitations in chemistry or physics, manage the laboratory, prepare apparatus and chemicals, and do the laboratory

teaching demands an amount of time and energy equivalent to that required by two or three classes in other subjects. Until this fact is recognized, work of the same degree of excellence as that done in the languages and mathematics need not be expected in chemistry and physics. The conscientious teacher who is over-burdened by classes in other subjects may do his science work well for a time by overwork, but in the majority of cases he will leave the profession for some other occupation or per force fall into easier and inferior methods of conducting his science teaching.

To build up a good science laboratory it is necessary to have continuity of plan and purpose, and it is hardly necessary to say that it is, therefore, very important that a good science teacher once secured should be retained if possible through a series of years.

*Text and reference books.*—Most teachers prefer to use a text-book and in general this may be advisable, though there are those who believe that the very well prepared teacher who is something of an artist in his work may do better if free from the restrictions inseparable from the use of a text-book.

Anyone selecting a text-book for the class-room should choose that one having in the greatest degree these characters.

(1) The book should cover the ground of the common elements and chemical theory in an elementary way.

(2) It should have the true inductive spirit. By this is meant not only that the pupil should be led to draw correct inferences from his laboratory work, but also, that the grounds for all fundamental conceptions in chemical theory should be made clear.

(3) The laboratory work should be practicable and well chosen, and the cuts to illustrate it should represent present day forms of apparatus instead of forms long since relegated to the scrap-pile or to the museum of antiquities.

(4) It should discuss general chemistry as a pure science and for its own sake and not as a preparation for analysis.

(5) Formulae should have their proper place as a means of expressing ascertained proof, and not as an end of study, or worse yet, as means of ascertaining truth.

Whether a text-book is used or not, the laboratory should contain a number of text and reference books for the use of teacher and pupils. Omitting many text-books and laboratory manuals which may be had for the asking, the books in the following list will be found useful: Remsen, Inorganic Chemistry, Theoretical Chemistry; Roscoe and Schorlemmer, Treatise on Chemistry, Vols. I and II; Newth, Text-book on Chemistry, Chemical Lecture Experiments; Thorpe, Essays on Historical Chemistry; Ostwald, Grundlinien der Anorganischen Chemie, (when translated) General Chemistry Solutions; E. von Meyer, History of Chemistry; Mendelejeff, Principles of Chemistry; Richter, Organic Chemistry; Ramsay, Gases of the Atmosphere; Walker-Dobbin, Chemical Theory for Beginners; Eresenius, Qualitative Analysis; Lassar-Cohn, Chemistry of Everyday Life; Borchers, Electro-Smelting and Refining.

#### PHYSIOGRAPHY.

*Educational Value of Physiography.*—Your committee begs leave to present the following report, embracing suggestions respecting matter and method, relative to the teaching of Physiography in the high schools of

Iowa. We commend the well-nigh universal study of this subject in the schools of the state; and we trust that as science is given a larger place in high school courses, the room allotted to the group of earth sciences may be increased rather than diminished. These sciences, we believe, are surpassed by none in educational value to the student preparing for college or for life. They require close observation of common things; they bring to touch with nature in her least recondite phases; they demand clear seeing and straight thinking; and the constant exercise they give in comparison and induction trains the reasoning faculties to deal with the facts of daily life. The imagination is tasked to conceive the processes of nature and the place of our planet in time and space, and ennobled to a degree impossible with fanciful, romantic, and merely literary material. The study of nature is also of the highest ethical value. Daily contact with solid, unalterable facts and laws makes for sane thinking and right living, and gives an abiding confidence in the veracity of the world, which seems to be the speediest cure for popular delusions which an education exclusively literary would be unable to prevent.

*Definition and Scope of the Term.*—Physiography is a term coming into more or less general use as a substitute for the older and more familiar term physical geography. The physical geography, or phsiography, of today is in fact, however, a very different science from that which was presented under the name of physical geography a quarter of a century ago, and there is therefore some propriety in distinguishing it by a different name. The science of physiography, in its widest sense, may include in its scope the whole material universe; but in a restricted sense, it deals with the universe in its relations to man. Man is the central figure, and the relative importance of the various topics into which physiography may be divided is to be measured by the extent to which the facts and phenomena under consideration exercise a determining influence on human activities and human progress. From this point of view *physiography is the science which treats of man's physical environment*. Compared with the older physical geography, it has less to do with ethnology—with the characteristics which distinguished the races of men, one from another, and more with what men of any race do and become under varying conditions of soil, climate, and other surrounding circumstances. It deals less with astronomy, and more with the earth itself; less with the taxonomic phases of zoology and botany, and more with the physical aspects of the globe; less with air and sea, and more with land. This modern physiography considers also the causes and consequences of the physical environment, and does it in a manner which would have been impossible ten years ago. Environment reacts on the human being in many notable ways, in some places presenting every stimulus to his highest development, and in others hedging him round with insurmountable limitations. Physiography treats, with a high degree of assurance, of the genesis of continents, mountains, interior plateaus, coastal plains, and river valleys. It writes the history and development of the minor forms of surface relief. It tells of the origin of rocks and soils. In a word it investigates, as to character, cause and consequence, all the phenomena that affect man's relation to the globe on which he lives.

*The Subject Matter of Physiography.*—It will be possible to develop, in one or two lessons, the idea of the earth as a planet. Its size and shape,



together with its relation to the solar system and to the universe, may briefly be considered. The facts which prove its rotation on its axis and its annual revolution around the sun may be discussed, and the consequence of these movements, so far as they affect human activities, will afford a profitable theme. Turning to the earth itself, and considering it apart from anything else, note (1) the solid portion, the *lithosphere*; (2) the incomplete aqueous envelope, the *hydrosphere*; and (3) the complete gaseous envelope, the *atmosphere*. Since the hydrosphere is incomplete, it follows that portions of the surface of the lithosphere lie directly beneath the air—are *sub-aerial*, while other portions lie beneath bodies of water of greater or less depth—are *sub-aqueous*. The surface is thus divided into land and sea. The water-covered area of the earth is greater than the land, but since man does not make his abode beneath the waters or find in such situations, to any noteworthy extent, a theater for his activities, the relatively small areas of land are of much greater importance, and should receive vastly more attention, than the broader spaces occupied by the oceans.

While it is true that man's relations are chiefly with the lithosphere, with the outer portions of the lithosphere technically known as the *crust*, and with the parts of the crust which are sub-aerial and not sub-aqueous, the characteristics and movements of the air, as well as the tides and currents of the oceans, can not be neglected in any comprehensive study of physiography. On the movements of air and sea often depends the habitability of large areas of land; over many portions of the earth's surface they control and determine the occupations of large numbers of its inhabitants. Intimately connected, in some of its phases, with oceanic and aerial currents is the subject of *climate*. This whole topic may now be considered as fully as time will allow, and any good text will afford the necessary information.

The subject of soils deserves special treatment. The sea yields its peculiar harvests, but most of the food supplies come directly or indirectly from the soil; and so the soils constitute one of the most important factors in man's physical environment. The term soil, used in its large sense, denotes the loose superficial materials through which the farmer drives his plough, materials which may be excavated with pick and spade. Soils are made up largely of such earthly substances as clay, sand, and gravel, with occasional larger blocks of rock; but in general, near the surface, they contain more or less of organic matter in the form of partially decayed vegetation. The loose unconsolidated soils rest everywhere upon rocks of some kind. In New England these underlying beds are mostly granites. Elsewhere soils may rest on foundation stones of other types. In Iowa the foundation embraces limestones, shales and sandstones. Foundation stones beneath the unconsolidated soils are collectively known as *indurated rocks*.

The indurated rocks of Iowa have an interesting history which the teacher may present in his own way. When they were forming, the soils, as we now know them, did not exist. The soils are of later age than the rocks on which they rest. It may be stated, indeed, as a general fact that, leaving out of account the organic matter which they contain, all soils have resulted from the disintegration of indurated rocks. Rocks decay, they crumble into dust through the silent chemical action of air and water or they are broken and reduced to powder by mechanical agents. Whatever the process of disintegration, the product is soil of some kind. Soils vary greatly

in characteristics and genesis; but the soils of Iowa, to which attention should be especially directed, may be classified under a few heads. Like all other soils, ours have a history, and that history is all included in the interval which has elapsed since the indurated rocks on which they rest were formed. Soils have either been produced in the places where we now find them, or the materials composing them have been brought from somewhere else. As to the place, therefore, where they have had their origin, soils are either I. *Local*, or II. *Transported*.

I. *Local Soils*. Two kinds of local soils are recognized. There are earthly soils resulting from the fact that the products of rock disintegration remain where they are produced. In this case we have (1) *Residual Soils*. In a few limited areas there are soils which contain but little earthy matter. They are made up wholly, or practically so, of the products of vegetable decay which takes place annually and locally where the plants grow and die. Typical examples of this type are found in peat bogs and give us (2) *Peat* or *Humus Soils*.

II. *Transported Soils*. The transported soils of Iowa embrace clays or fine sands carried by streams and deposited on flood plains, (1) *Alluvial Soils*. Materials similar to those deposited on alluvial plains, but more regularly and evenly stratified, were deposited in the quiet waters of lakes. The lakes have been drained, and the sediments, now brought under the plough, afford examples of (2) *Lacustral Soils*. Over most of Iowa there is a heavy mantle of materials, products of rock disintegration, which were carried and spread out by glaciers. They constitute a heterogenous assemblage of fine clays, sands, pebbles, cobbles and bowlders, all thrown down promiscuously, without stratification or orderly arrangement, and are known as *Drift Soils* or *Glacial Soils*. Among the soils manifestly made up of transported materials, there is one type concerning the genesis of which little is positively known at present. The material is in general a fine, homogeneous, pebbleless clay, but it sometimes contains more or less of sand. It is obscurely, or not at all stratified. In some places it rests on residual clays, in some places on drift. There is very clear evidence that it is of comparatively recent origin. This material is the loess of the geologists, and the soils to which it gives rise are (4) *Loess Soils*.

(Consult the topic, *Soils*, in the several county reports, Geological Survey of Iowa; *The Loess Soils of Iowa* in report of Iowa State Horticultural Society, for the year 1893; and *Prehistoric Iowa*, report of same society for 1897.)

*Land Forms*: The subject of topographic forms will properly demand a large share of attention. The text recommended in another part of this report describe fully the forms of surface relief, and the successive steps in land sculpturing from topographic youth to topographic age; and the teacher can scarcely do better than thoroughly to master the significance of the facts and carefully to follow the order and method of presentation he finds in these publications. Concrete examples of land sculpturing on a small scale may be found after heavy rains, in fields or along roadsides; and pupils should be constantly referred to the facts which they may observe for themselves. The land forms of Iowa are not described specifically in any texts, but some information on this topic will be found in the reports of the national and State Geological Surveys. The subject, so far as it relates to Iowa, falls into two divisions:

- I. The topography of the Driftless Area;
- II. The topography of the Drift-covered Area.

The driftless area lies mostly in Wisconsin, but it embraces a small portion of northeastern Iowa. The topography is mature, it has been developed by erosion of indurated rocks, and the varying hardness of these rocks has given rise to many interesting modifications of detail. The relief is much greater than in other parts of the state. A difference in altitude of six or seven hundred feet may be experienced in a distance of a few miles, and some of the river bluffs descend at a high angle, almost sheer, for three or four hundred feet. This whole topography has been developed by erosion of an uplifted peneplain. Incised meanders are a common feature of the river valleys.

(On this whole subject, see article on *The Driftless Area*, sixth annual report United States Geological Survey; *Pleistocene History of Northeastern Iowa*, eleventh annual report United States Geological Survey; Reports on Allamakee and Dubuque counties, Iowa Geological Survey; and *The Switzerland of Iowa* in the Midland Monthly for May, 189..)

The drift-covered area presents a variety of land forms. In some instances the present surface features are dependent on the original construction or subsequent erosion of the drift. There are great differences in age between the sheets of drift occupying the surface in different parts of Iowa. Certain regions covered by later drift present a surface that is to-day in practically the condition in which the glaciers left it. The topography is young, wholly undeveloped; and its extreme youth is expressed in uneroded plains, an absence of stream channels, an absence of river valleys. Young drift plains are seen in the Illinoian area around Mediapolis and Morning Sun; in the Iowan area they are well displayed in Buchanan, Bremer, Floyd, eastern Cerro Gordo, and generally throughout the counties of northeastern Iowa; and they are found best of all in the Wisconsin area, as, for example, in the counties of Hancock, Wright, Humboldt, and all the others in the north-central part of the state. Youthful topography is also expressed in the anomalous topographic forms so well illustrated in the moraines of the Wisconsin drift. In morainic areas the surface is rough and hilly, but the inequalities are due to construction and not to erosion. Around the ice margin the drift was lawlessly heaped into irregular hills, with shapeless, ill drained interspaces bearing no resemblance to dichotomously branched valleys of erosion. Morainic topography is seen in a belt, six or eight miles wide, north and south of Clear Lake. A number of pronounced morainic belts are found in Dickinson county, and here, as elsewhere, the lake basins of Iowa are features of the morainic topography.

The southern half of Iowa, west of the Illinoian margin, is occupied superficially by very old drift; the drift of the Kansas stage being the most conspicuous. In general, throughout this whole area, the surface is characterized by mature erosional topography cut in the drift. The relief is not very great, and yet there are valleys of erosion 150 to 200 feet in depth. The valleys are usually wide, and the slopes, back to the watersheds between the larger streams, are all carved into a series of rounded ridges separated by a complex system of branching ravines. It is in southwestern Iowa that the effects of drift erosion are most pronounced. These effects are typically illustrated in the heavy drift of Ringgold, Taylor and Page counties.

The southern and western parts of Iowa, the parts lying outside the areas which were covered by the Iowan and Wisconsin ice sheets, have the older

drift overlain by loess. The loess usually forms a thin veneer conforming to the inequalities produced by erosion before the process of loess deposition began; but in some places it attains a considerable thickness. The loess is soft; it cuts readily; and where thickest it develops a topography of its own of an exaggerated erosional type. Steep-sided gullies and irregular hills are among its prominent characteristics. Bordering the flood plain of the Missouri river, from Sioux City to the southwest corner of the state, there are steep, pointed, irregular hills and sharp crests of loess mingled with eminences having more rounded flowing outlines. It is probable that some of the peculiarities of the region may be due to the fact that the hills and ridges, in whole or in part, were, like snow drifts, heaped up by the wind. The loess here attains its maximum thickness, and erosion produces many fantastic effects.

Other land forms found within the glaciated area are known as Drumlins, Paha, Kames and Eskers. Drumlins are elongated hills of unassorted, unstratified drift, definitely outlined, rising above the level of the surrounding surface, and having a trend parallel to the flow of the ice by which they were constructed. In Iowa they were developed in a small way near the margin of the Kansas glaciers and are typical marginal characteristics of the Kansas area. A portion of the region occupied by Kansan drumlins was later invaded by Iowan ice. Iowa drift was deposited around the base of the hills, but not over their summits; and now, capped with loess, they rise abruptly out of the Iowan plain. Land forms having the structure and the relations described are called paha. Hills having cores of rock in place of Kansas drift were encountered by the Iowan ice near its margin, and these were treated in the same way as the Kansan drumlins. Iowan drift was deposited around their bases, and they were capped with loess. They, too, are now paha. Any loess covered prominence having the form of an inverted boat, a northwest-southeast trend, and rising above the Iowan plain, is a paha. Delaware, Jones and Linn counties are pre-eminently "The Land of the Paha." Kames and eskers are elongated hills or ridges built upon the surface of the drift, and differ from drumlins in being constructed of stratified sands and gravels in place of unassorted drift. They are not due to ice moulding; they represent constructive work of streams of water. Kames have a general trend parallel to the ice margin, while eskers have their long axes parallel to the ice flow. The streams producing kames flowed in channels between the ice margin and the heaps of detritus which constituted the terminal moraine; those forming eskers probably flowed in tunnels excavated in the lower surface of the ice near its free edge. Kames and eskers are best seen in Iowa in the area of the Wisconsin drift. The great Ocheyedan mound in Osceola county is an unusually fine example of a kame.

(On the subject of Paha, see *The Pleistocene History of Northeastern Iowa*, by W. J. McGee, Eleventh Annual Report, United States Geological Survey; on the subject of Kames and Eskers, consult *The Great Ice Age*, by James Geikie )

A study of the river valleys of Iowa reveals the interesting fact that streams differ very greatly as to age. In the areas covered with Wisconsin and Iowan drift the streams are young. They flow in shallow channels, and their banks are on a level with the great drift plains which

checkered with fields and dotted with farm houses, stretch away on either hand to the horizon. There are no valleys, no flood plains. Such a stream is shown in Figure 12, page 128, Iowa Geological Survey, Volume VII and is described in the accompanying text. Compare this with the stream shown in Figure 10, page 104, Volume IV of the same series of reports. In the latter case the view is taken at the mouth of a valley which is practically cut to grade, but the fact that the stream runs in a deep gorge is shown in the distance. This gorge is cut in indurated rocks to a depth of more than 300 feet; its width is, in places, more than two miles; and yet from the summit of the cliffs seen in the view, the surface rises in gradual slopes 300 feet more, up to the level of the divides which may be eight or ten miles back from the stream. Here is a valley of erosion on a gigantic scale; compared with it the work accomplished by the stream referred to in Volume VII is as zero. Between these two streams there is an immense difference in age. The extensive areas of flat bottom lands along the Sioux and the Missouri rivers, sometimes twelve or fifteen or even twenty miles in width, are important and significant topographic features which tell in plainest terms of a very long period since the streams cut their channels to grade or base level. The width of stream valleys, other conditions being equal, varies with the age. A glimpse of the wide, flat Sioux bottoms is given in the left portion of Plate XXVII, opposite page 381, Volume VIII, Iowa Geological Survey. The great age of the Kansan drift, in southern and southwestern Iowa, as compared with the Iowan and Wisconsin, is indicated as clearly by the width and depth of the river valleys as by any other of the criteria which have been looked upon as convincing evidence of its antiquity. The channel of the Mississippi river seems to be made up of old and new fragments pieced together. The valley is narrow at Dubuque, narrower still at Leclaire, and it expands to a width of eight miles at Burlington. During the Glacial Epoch the valley was the common meeting ground of glaciers coming from the northwest and from the northeast. Sometimes one set prevailed, sometimes the other; and the stream was shifted back and forth a number of times. In places the channel was choked with glacial detritus and was not recovered after the ice melted and disappeared. At two points along the eastern border of Iowa, the Mississippi is working at a comparatively new channel and doing its best to cut it down to grade. These points are the Leclaire and Keokuk rapids.

*Texts.*—We have noticed with pleasure the advance of the last decade in the teaching of geography, as evidenced by the texts now in use in the grammar grades. No better preparation can anywhere be obtained for the study of Physiography than that furnished by an intelligent use of Fry's or Redway and Hinman's geographies, to mention these admirable books in the order of their issue. Until recently the text-books in Physical Geography have been wholly inadequate and have required revision by the teacher both by addition and by subtraction. Consisting of loose congeries of compends of all sciences, they have brought vexation to the teacher and tribulation to the pupil, and to their defects are due the objections made to the place of the study in the high school.

To your committee three recent manuals seem worthy of special mention, those respectively by William Morris Davis, Ralph S. Tarr, and Hugh Robert Mill. Professor Davis's text omits all irrelevant matter and gains space for



the clearest and completest description of land forms in the English language. Professor Tarr's is thoroughly modern in treatment, and is perhaps better suited to American schools than Dr. Mill's luminous and reliable treatise. We commend no text as best. The best is the most available and this depends upon the preparation of the pupil, and still more upon the training and resources of the teacher.

*Methods.*—Taking for granted that the recitation tests thoroughly the acquisition of the text, it remains for the teacher to clarify and crystalize the pupil's impressions, to illustrate, to awaken thought, to kindle interest, and to suggest pertinent problems for solution. A special advantage held by the earth sciences is that the laboratory of the fields and the open air is placed at the free disposal of all students. The example of the German schoolmaster, who makes the excursion an important part of his geographic instruction, is worthy of the closest following. The work of running water; the processes of rock decay and the formation of soils, the relations of plants and animals to station, the forms of clouds and all the phenomena of the weather are a few examples of topics best studied in the field. All accessible outcrops of rocks and exposures of glacial drift will be examined, and a topographic map may be prepared showing the relief of the vicinity. On such excursions the passion of the collector need not be repressed, but the aim must be distinctly other than picking up specimens. Where Astronomy is taught, many observations may most profitably be made of the place and movements of the members of the solar system, and in all concerning the planet or the life of man upon it, these can hardly be too thorough.

We recommend that laboratory work in the school room be given the largest possible place. Recent manuals suggest many details of such work, and no directions will here be needful. As an example of the helpfulness of the method, we may mention that pupils will most readily understand the effects of the inclination of the earth's axis, if they prepare drawings showing the place of the zonal circles on imaginary planets with axes of various inclinations.

*Apparatus.*—We emphasize the fact that physiography, as well as chemistry and physics, requires a material equipment in order to be taught with the highest degree of success. New high school buildings, at least in our larger towns, should make provision for a physiographic laboratory. No approach to the study of land forms is so direct as that by way of the relief map or model. Of extant models we place first the Harvard Geographical series of three, issued by Ginn & Co., Boston, at \$12 for the set. The forms of mountain and plain, of valley and shore, which they illustrate, are too numerous to be mentioned here. Many of their lessons are so obvious that they may be used in the grammar grades, and some of the problems they present will test the ability of the most advanced pupils. They should be in every high school in Iowa where physiography is scientifically taught.

We commend also the relief maps published under the direction of the United States Geological Survey by E. E. Howell of Washington. While the cost of these magnificent models may place them beyond the reach of most of our high schools, their value in instruction each year will be found far in excess of the annual interest which might be reckoned on the investment. Of these we mention the relief maps of the United States, of different sizes, and ranging in price from \$25 to \$125; the Grand Canyon of the

Colorado, with part of the high plateaus of Utah, and by way of comparison the Yosemite canyon and the Niagara gorge on the same scale, \$125; Mount Shasta, a typical volcanic cone, \$40; and Chattanooga District, illustrating peneplanation and the adjustment of rivers, \$65.

Cheap relief maps of the continents and of the United States, in which the vertical scale is grossly exaggerated, are caricatures which teach at least much of error as of truth. In general, the educational value of a model, so far as the specific value of land forms is concerned, is in inverse ratio to the size of the area represented. It will sometimes be possible to enlist the help of students of special aptitudes in this direction. We have seen models in putty made by Iowa students, equal in technique to those of professional designers. Such work is so expensive in time that we cannot recommend it as a general exercise. This objection, however, does not apply to models made of dry sand, manipulated chiefly with funnels, since a delicate and complicated relief can be rendered with the minimum of time and trouble and with a fair degree of accuracy.

Topographic maps are so useful and so cheap that their absence in the high school may be taken to indicate something else than lack of funds. Those of our own country may be obtained from the Director of the United States Geological Survey, Washington, at five cents each, or \$2.00 per hundred, remittances being made by money order. Of these we commend as of special use the Iowa sheets, and the atlas of ten sheets with descriptive text, by Gannett, termed Folio 1, Physiographic Types, and costing twenty-five cents. Land forms not included in the atlas will be found in the Harrisburg and Lykens sheets, Pennsylvania; Crater Lake, Oregon; Tooele Valley, Utah; Marysville, California; Kaibab and Fort Defiance, Arizona; Corazon, New Mexico; and Kinsley, Kansas. An excellent list of selected maps is given in "*Government Maps for Use in Schools*," by Davis, King & Collie, Henry Holt & Co., New York, price thirty cents.

From the Mississippi River Commission, St. Louis, may be purchased at nominal rates several series of maps of that river, of which the most useful will perhaps be found the eight-sheet set showing the flood plain and the areas of overflow from Cairo to the Gulf. Daily weather maps will be obtained from the nearest publishing station of the United States Weather Bureau.

Many of the phenomena of physiography can be realized in the school room only by aid of the photograph or drawing. A collection of typical views is as necessary to the effective teaching of land forms as is a collection of fossils in historic geology. To present such views impressively to the entire class at once, so that each student may clearly see the smallest detail, requires apparatus for projection. A good lantern and a collection of slides may therefore be added to the list of the necessary equipment of a good physiographic laboratory. The screen may be either a white wall of smooth surface, or a white curtain mounted upon a spring roller. The room may best be darkened by curtains of stiff, heavy and opaque material, running in slots made by screwing strips of wood to the window casings.

Lantern slides cost about fifty cents each; so that a collection of say 500 views represents a considerable outlay of money. None but typical and well executed slides should be purchased. An excellent set of about 100, selected for the Cambridge, Massachusetts, schools by Prof. Wm. M. Davis,

is issued by E. E. Howell, Washington. Slides in many subjects can be rented at five cents each from the houses in our cities which deal in projection apparatus; but in this group of sciences their sets are meagre, ancient and useless. It is greatly to be desired that some of the better equipped schools in the West should follow the example of the American Museum of Natural History, which rents slides to high schools of New York; and we are pleased to notice that one of our higher institutions, Cornell college, has permitted high schools to avail themselves of its collection of more than 1,000 slides in this department, on terms more liberal than is customary.

A word will perhaps suffice as to the necessary meteorological equipment. This should include a barometer, thermometer, psychrometer, and rain gauge, at the least. Reliable instruments of the United States Weather Service patterns can be obtained from H. J. Green, 1191 Bedford avenue, Brooklyn, New York. Many suggestions of value as to their use will be found in *Ward's Practical Exercises in Elementary Meteorology*, just published by Ginn & Co., Boston.

*Books of Reference.*—Books and magazines for collateral reading form a necessary part of the equipment, and full lists will be found in recent books. High school libraries in the state can obtain the publications of the Iowa Geological Survey, by application to the Director, Des Moines, and in these will be found the fullest description of the physiographic phenomena of our own state. Duplicate copies of county reports may sometimes be obtained through members of the state legislature. Of magazines the *Journal of School Geography*, Lancaster, Pennsylvania, \$1.00, and the *National Geographic Magazine*, Washington, \$2.00, will be found particularly useful.

#### PHYSIOLOGY IN THE HIGH SCHOOL.

##### *I. Things to be accomplished.*

1. The pupil should acquire a knowledge of the general structure of the human body and of the functions of its various parts.
2. He should have sensible ideas regarding hygiene, both personal and public.
3. He should learn something of scientific method and acquire some degree of dexterity in experimentation.
4. He should be taught in the practical illustrative exercises to view nature at first hand, using microscope and other apparatus only when necessary.
5. He should learn that the living body is a part of nature, and as such never transcends the operations of law; that law for the human mechanism is as inexorable as for the lowliest worm that crawls.
6. He should see that the human body is holy, to be revered; that a long life and a healthy body depend upon individual conduct and not upon physicians' prescriptions.

##### *II. Order of treatment.*

1. So many excellent text-books are now available that it is hardly necessary to suggest more than the use of a text-book of recent date.
2. But any student in physiology should begin not too far afield from that which is commonly known.



### *III. Methods of study.*

1. The method of presentation should combine certain work of a practical character with text-book study. This practical work should embrace the observation of physiological phenomena, experiments so simple that the pupil can readily make them, and dissections and demonstrations in anatomy.

The amount of dissection that may be performed in class illustrative of the text will depend somewhat upon public opinion and the tact of the teacher. Very profitable comparisons can be made between the anatomy of a rabbit or cat and that of the human body. It will be found profitable in many instances to have the illustrative work in a topic precede the recitations. The teacher in some cases can prepare dissections and demonstrations of functions, when it would not be feasible for the entire class to perform the particular dissections. But as far as possible, the pupil should be responsible for each detail. The teacher should not allow the practical work to become an insignificant part of the study. Expensive apparatus is not only unnecessary but is really out of place. Even the microscope should occupy but a minor sphere. The unaided eyes of the pupil will elicit nearly all of the information which can be assimilated at this period.

2. Each pupil should be required to make careful drawings of the dissections and accurate records of the experiments. The intimate relationships between the recitations and the illustrative work should never be lost sight of.

### *IV. Text and reference books.*

The following texts are adapted to high school classes: Blaisdell's Practical Physiology; Colton's Physiology, Experimental and Descriptive; Foster & Shore's Physiology for Beginners; Macy & Norris' Physiology for High Schools; Martin's Human Body; Briefer Course, revised by Fritz; Walker's Anatomy, Physiology and Hygiene.

In addition to the directions given in any of these text-books the teacher will be assisted in his practical exercises by the following:

Foster and Langley's Practical Physiology; Gorham & Tower's Dissection of the Cat; Howell's Dissection of the Dog; Peabody's Laboratory Exercises in Anatomy and Physiology; Sanford's Experimental Psychology; Stirling's Practical Physiology.

### ZOOLOGY.

*I. The Teacher.*—The best way to deal with animal study when the teacher to whom the work is intrusted is inadequately trained, or not by nature endowed with a genuine interest in animal life, is not to teach it at all. Special training is just as necessary in the case of a teacher of zoology as in that of a teacher of Latin, and it is far better to drop the matter entirely from the course, than to have the child's conception of nature as manifested in living forms ruined by a faulty introduction at the outset. We assume then that the teacher has had a thorough course in zoology or biology in university, college or properly conducted normal school, and that he or she does not teach the subject under protest, but because a real love for the study of animals renders such teaching a pleasure.

*II. The Objects to be Attained Should be well Defined.*—There should be a clear conception in the mind of the teacher of what he is trying to do, and

toward this end all the work should be intelligently centered. These objects are numerous, but there are three which in our opinion, are of paramount importance. These are:

1. *The Cultivation of the Power of Observation.*—The ability to see things and to see them correctly, is not a natural, but an acquired faculty. It is quite exceptional to find either a child or an adult who has good observational ability unless that ability has been brought out by careful training. No study surpasses that of zoology in its value in this direction when rightly used.

2. *The Cultivation of the Power of Description.*—This is still more rare, in children at least, than the preceding. Indeed, the deficiency is by no means confined to children. Not one in twenty university students is able to describe an ordinary object with any facility until he has been carefully trained. The power of good description is psychologically a very high one, acquired late by the race, and usually by the individual. For this reason the science of zoology requires considerable maturity of mind, if the best educational results are to be obtained, and should come as late as possible in the high school course. The power of description should be very carefully trained by the teacher who, if faithful, can thus secure psychological improvement of the utmost practical importance.

Animals usually have definite forms and colors and parts that lend themselves readily to concise description. But to secure this from the pupil requires all the firmness, patience and tact that the teacher can command.

3. *The Cultivation of the Power of Reasoning.*—The student, having learned to see and to describe, should be led to think, to compare, to judge and to infer. This is the crowning 'glory of the teacher's service—to stimulate thought, to induce in the pupil the habit not only of asking, but of answering questions. Such questions as, Why is this so? How did it become so? Are these two organs really alike, or only seemingly so? Why are these two butterflies so alike in form and color while so different in anatomical details? How is it that the bones in my hands are so like those in the flipper seal? It is this part of the work that can be made the most fascinating to both teacher and taught. But it should be continually borne in mind that the pupil should be encouraged to answer his own questions, the teacher seeing to it that the proper facts be placed before him in the form of specimens if possible and of books or lectures if necessary.

Hasty conclusions and generalizations should not be encouraged. An honest conclusion, although incorrect, may be of more educational benefit than a correct conclusion that is simply "jumped at."

III. *Method of Teaching Zoology.*—While almost any method (except the text-book method) can be made to do good service in animal study, there are certain ways of teaching that experience has proved to be of superior merit. Perhaps these may best be embodied in the following suggestions:

1. Study those forms of animal life that are most abundant in your vicinity, and that can easily be secured and often brought alive into your class room. The hydra, the clam, the earth-worm, the crayfish, the grasshopper, the perch, the frog, the garter snake and the rabbit are almost everywhere available and form laboratory standbys that can hardly be dispensed with.

2. Study the external anatomy, the gross internal structure and the life history as far as possible. Most of the more important anatomical points can be made out with the unaided eye or dissecting lens. These points are in general more available than the minute structure for attaining the educational advantages mentioned above. Moreover, they can be ascertained without expensive equipment, and therefore be at the service of all high school teachers.

3. We would recommend that most of the time devoted to the course be put in the study of invertebrate animals, because they are in general more conveniently secured and handled than vertebrates; they can be more easily dissected, and their study involves less pain to the animals themselves. A few typical vertebrates should also be studied, not because they furnish better educational drill, but because they afford a necessary introduction to human anatomy and physiology.

4. Some sort of guide or manual being usually necessary, we recommend as of special merit a little work called "Practical Zoology" by Colton (Heath & Co., Boston) as embodying our ideas as to the general method to be followed.

5. As may be inferred from suggestion 4, we do not recommend the use of the compound microscope in high school work, except as an occasional aid in special cases. We admit the fascination of the microscope and its indispensable aid in more advanced investigation, but regard it as most important that the pupil learn to use his eyes first, and to study the entire animal as a unit and its parts as organs, before being introduced to the histological structure which logically comes last.

*IV. Equipment.*—This will of course vary greatly according to the available funds and the ideas of the school board. Among the practically indispensable requisites, the following may be mentioned:

1. Laboratory tables, plainly and solidly constructed, the main requirements being a top that will not be injured by water, a good sized drawer for each pupil, and a good light. The size and arrangement of tables must be adapted to the shape of the room and position of the windows.

2. *Dissecting Microscopes.*—These should be as good as the state of the treasury will permit. This is the worst part of the equipment upon which to practice economy. But if economy must be used, it should be borne in mind that a good dissecting lens is, in our opinion, better than an inferior dissecting microscope.

3. Dissecting tools such as forceps, scissors, scalpels, needles, etc. should be furnished to each student; also at least one dissecting pan with a wax or cork bottom. Conveniences for washing and wiping the hands should not be neglected.

4. Specimens for study can in most cases be secured without expense if the teacher is energetic and the class genuinely interested. Living specimens can usually be secured by the students, except in the winter, if they are wisely directed. A large supply of reserve material in alcohol or formalin can be kept in store, the material being collected in spring, summer and autumn. Every opportunity to get students into the field should be utilized.

5. A collection of local animals can be made by the teacher and pupils and increased year by year. This is one of the very best methods of stimu-

lating and sustaining interest and utilizing the out-door activity of the pupils. It involves, however, a good deal of work such as only the truly devoted teacher will carry to a successful conclusion.

Finally. The most should be made of every specimen, as an unnecessary destruction of animal life should never be permitted, much less encouraged, by the teacher.

(Where further details are desired, information should be secured from some one who has had considerable practical experience in conducting such work. In no case should an inexperienced teacher be allowed to order or select equipment without such aid.)

#### ASTRONOMY IN THE HIGH SCHOOL.

In the consideration of suitable scientific branches for high school courses it is necessary to bear in mind the limited equipment of the schools, and the mental capacity of the students. The study of astronomy is eminently adapted to the requirements of the small high school, as it may be pursued to advantage with almost no outlay for apparatus, and a very good elementary knowledge of the subject may be acquired by the student of average ability at quite an early age. Astronomy is a subject that appeals to the mind of the young for the reason that its phenomena are of daily occurrence, and force themselves upon the attention of even the most casual observer. That astronomy is essentially a natural science study is shown by its being the oldest of our sciences, its profoundly mathematical aspect being of comparatively modern development.

The professional value of a study is not the only point to be considered in determining its fitness for the high school curriculum. On the other hand we have passed beyond the time when even the laboring man should limit his knowledge of the "Three R's," and the high school fails in its most important duty when it fails to train its students to observe the world about them.

It is not usually necessary for the teacher to awaken keen enthusiasm in the study of astronomy, as it often is in the case of chemistry, or of Physics, for the average student has from childhood felt an almost reverential interest in "those shining orbs that bespangle the dark robe of night." Consequently, astronomical facts fall upon eagerly receptive minds, and the student's powers of observation are trained almost without his realizing that he is applying himself to a serious study.

In the teaching of this, or of any other science, the true teacher will seize upon the opportunities offered to stimulate the inventive genius of his students, by requiring them, with but little assistance, to make simple apparatus by which they may determine roughly many fundamental facts,—in this case those that are connected with the local latitude and longitude of the student's home. The student may, in effect be asked this question: What facts regarding your position upon the earth's surface can you determine by the use of apparatus made by yourself? Let him make the apparatus, and demonstrate these facts. By such methods he may be trained not only in the invention of his own ways and means of research, but also in the use of simple tools and appliances. His interest will be stimulated by a brief historical study of the subject, in which special attention is called to the development of simple astronomical apparatus by early workers in this line. Some

very practical suggestions for the student's help in the arrangement and use of simple devices, and also in locating important lines, circles, and directions, may be found in David P. Todd's "A New Astronomy", published by the American Book Co.

The interest of the average high school student in astronomy may be greatly increased by the devotion of a number of evenings to the identification of some of the prominent constellations. For this purpose he should have access to a small star atlas, such as R. A. Proctor's "Half Hours with the Stars," published by W. H. Allen & Co., 13 Waterloo Place, London. We would recommend that not only evenings when there is no moon, but also evenings of considerable moonlight be chosen for this work, as the starry heavens are radically different in appearance at such times. It is not necessary that the student identify more than a few of the very prominent constellations.

The method of obtaining exact time, and the relations between the various kinds of time should be carefully considered. Attention should be called to the importance of uniform standards of time and to the necessities which have led to the division of the country into a few time belts. In the study of the planets the student should be asked to locate by his own observation all those that are visible during the time that he is engaged in astronomical study, it having been explained to him that the planets show a steady and not scintillating light, that they are close to the plane of the ecliptic, and that by careful observation their movement may be noted in the course of a few days. Attention should be called particularly to astronomical units, stress being laid upon the necessity of using units in terms of which all magnitudes may be expressed by rather small numbers, large numbers being in general quite meaningless to the student. Thus terrestrial dimensions may be given in miles; while the moon's distance is preferably expressed in terms of the earth's radius. The mean distance of the sun is a convenient unit with which to measure all planetary distances, while "light years" are needed to reduce the incomprehensible stellar distances to our ordinary numerical conception.

For help in identifying constellations, and also for use in the class room, the diameter of the moon's disc should be kept in mind as about one-half of a degree, while the distance between the "pointers" of the "dipper" is about five degrees, and one side of the great "Square of Pegasus" about eleven degrees. In connection with the latter constellation it may be noted that the east side of this "square" lies in the equinoctial colture, thus enabling the student to form some definite conception of the position of the vernal equinox. By means of such facts as the above, the student will acquire concrete ideas of the angular distance, separating stellar bodies, and of the dimensions of figures upon the celestial sphere. Without these ideas, many of the fundamental notions of the science must be vague and unintelligible to the student, and their statement a mere memory exercise.

#### ON THE TEACHING OF ECONOMICS IN THE HIGH SCHOOL.

The place in the course of the high school which economics has so far made for itself in Iowa high schools is that of a single term-study of from twelve to eighteen weeks, in the last year, or in the year preceding the last year, of the prescribed course of study. If the writer is not mistaken with regard to what he considers the present place of economics in the usual high school

course, he will venture to express the opinion that economics has now about the place and nearly all the time which can be accorded it by the side of the other subjects. It may be urged, however, that in all cases where the study of economics is formally undertaken, it should have fully one-half of the school year, to be followed or preceded by a good high school course in the elements of civil government or United States history.

Something may be said with regard to the preparation that is made for the study of economics in and throughout the work of the lower grades and during the first year or two of the high school. Teachers, do perhaps, not see with sufficient clearness the amount of preparation for the study of economics that may be made through the curriculum of the grades and the first two years of the high school.

Four studies expressly, and incidentally a fifth, prepare the way for the teaching of economics. These are: Arithmetic, geography, history and civil government. The fifth is reading, if it may be treated separately. All of these bear upon the study of economics and with the improved methods of teaching these subjects as actual branches of knowledge concerning the world in which we live, methods which have been making their way into our schools, the high school pupil in his third or fourth year should be prepared to take up economics as it is presented in such a text as that of Prof. Laughlin or that of the late President Walker.

To point the relation of the preliminary studies more clearly, and in one of the most neglected fields, attention is called to the opportunities which the teacher of arithmetic has and the teacher of bookkeeping, to give his pupils information of detail regarding the course of commerce and the usages of business in modern countries. Such a text in higher arithmetic as that of Beeman and Smith, for example, would furnish an admirable opportunity for excellent collateral work by a high school class that is pursuing or about to pursue a course of study in theoretical economics as expounded in our standard text-books. Physical geography and political geography may each in their own way contribute their portion of object matter toward furnishing a concrete basis for the discussion of domestic as well as international trade.

In the history class long before you come to the formal study of economics there are many opportunities of enforcing the teachings of economic science by evils which follow from a neglect of those teachings, the evils of discredited currency, as experienced in the revolutionary war, or the dangers of irresponsible banking as illustrated by disorders in the currency connected with our wild-cat banking in the southwest and west during the thirties and forties of the present century.

In the class in civil government the occasion for having government at all may be studied and the advantages of law and order in their reaction upon the economic welfare of the people may be pointed out at length.

One chief obstacle to the successful teaching of economics in the high school lies in the fact that the boys and girls in our high schools have hardly a sufficient data of experience to enable them to comprehend or appreciate the broad generalizations which are customarily made in economic science. Therefore the more active and intelligent the efforts of teachers in the grades and in the co-ordinate studies in the high school itself are, to furnish the mind with objective content, real knowledge of the actual world in its business life and laws, in so far as knowledge of these can be communicated to



the youth in the school room from day to day, the more probably will a high school class profit by a course in economics.

The importance, or perhaps rather the possibilities, of such subjects as commercial arithmetic and bookkeeping can only be appreciated by the teacher who is himself a wide-awake citizen, thoroughly informed and appreciative of these subjects as they reach into the very life of our busy everyday world. Good teaching along these lines, supported by a correct ethical purpose, is of great importance toward preventing poor teaching and yet poorer learning when the pupils come to the abstractions of economic science.

One word now on the teaching of economics itself. The writer has no hesitation in saying that if the supplementary and preparatory work which he has sketched could be well done, he would prefer to see economics as such moved into the college and university curriculum, because the dangers of a superficial study of a difficult subject are always considerable.

It is perhaps not necessary to go further from the shore than wading depth, and the precaution to keep on bottom that can be fathomed may be wisely urged. To this end the text-book should always be well selected. In economics the text-book should be strong, clear, and classical. The two texts above referred to are good examples of their kind; and there are a few other good texts for high school classes. That of Bullock may be named.

We shall by and by have books which deal with economic science in a more descriptive manner, though equally scientific. Henry W. Thurston's *Economics and Industrial History* (Chicago, 1899) is a good example of this new type of text-book, but it requires a well prepared teacher to use it. A good text-book should be calculated to furnish knowledge and develop lines of reasoning suitable to the age of the pupils. Where descriptive work can be supplied by the teacher, who is, however, seldom prepared to furnish it, the high school class has a great advantage.

#### THE TEACHING OF CIVICS OR CIVIL GOVERNMENT IN THE SECONDARY SCHOOLS.

The importance of civics or civil government in the schools depends upon our view of the purposes of education in general and of political education in particular. If the chief purpose of public education is to elevate the public standards of citizenship and right living, and if the purpose of political education is to familiarize the people with the forms and processes through which they may participate in public affairs, then there can no longer be any doubt of the place of civics in our schools.

For should this subject be left for the college and university curriculum, it should be taught in all high schools; and in connection with history, geography and literature it may be presented in grades below the high school. In the broadest sense of exalting citizenship, suggesting ideals of conduct, and inspiring a love for public service, civil government has a place in every school, college, and university in the land. But it is the inspiration of high standards of citizenship and right living rather than the acquisition of knowledge concerning the forms and powers of government that makes the study of civics and politics worth the while. The success with which it is taught will depend largely upon the purpose and character of the teacher.

There is no one right way of teaching a subject like civics. Each teacher must to a very considerable extent be his own guide and follow his own methods. To follow the program of another and rely wholly upon text-books is to assume the roll of task master. Nevertheless, texts will assist and suggestions may inspire. Herein a few suggestions are ventured.

In the first place an attempt should be made to bring the pupils to a realization of their citizenship. They should be filled with the idea that they are not independent, isolated individuals, but members of a larger whole—the family, the community, the city, the county, the state, and nation. Then they should be made to see that the government—local, state, and national—under which they live is simply the organization of the people; that the form and administration of this government is determined by the people acting as citizens; that the character of the people will be the measure of the standards of the government, and that it is the duty of all to participate in the administration of government, to the extent, at least, of helping to create a sound public opinion. In short the facts relating to the form and organization of government gathered from code, statutes, constitutions, and text-books should be spiritualized by such ideas as these.

And the teacher himself must realize that he is assisting in the preparation of boys and girls, young men and young women for intelligent, useful and active citizenship. He must teach civics, ever conscious of the fact that the highest aims of political education is to prepare the youth for citizenship by putting the emphasis on character, and by inspiring ideals of courage, progress, loftiness of purpose, sympathy, unselfishness and public generosity.

As intimated above it would perhaps be unwise to attempt a systematic course in civics in any of the grades below the high school. And yet, pupils in the grammar grades may be somewhat informed concerning the government under which they live through the courses in geography and history. They may also be led to seize upon many ideals of public service and patriotic conduct through the study of the lives of great citizens and statesmen. Of course it cannot be expected that pupils in these grades will read widely in the literature of American statesmanship; but the nobler traits and aspirations of great citizens like Washington, Jefferson, Madison, Lincoln, Greeley, and Kirkwood, can easily be set forth by the teacher in language easily comprehended by a child of eight or ten years. To get children to reverence and cherish the ideals in the lives of these great men will be far more value than to force them to commit to memory lists of township, county and state officers. For after all the aim of political education, whether in the college, university or secondary schools, is the formation of character through the adoption of ideals.

In the eleventh or twelfth grades of the high school a systematic course in civics may be prescribed. Here a text may be used. The pupils should in a very general way be familiarized with the form, organization, and workings of the local, state, and national government under which they live.

The facts relative to the form and organization of the government may be gathered from text-books, the constitution and the code. But such facts should be supplemented by talks of the rights, duties, privileges, and obligations of citizenship. Comparisons with foreign governments may be introduced with good results.



It is of course more difficult to make clear the workings of government. However, something in this direction may be gained through mock-conventions, mock-elections, mock-assemblies, mock-caucuses, mock-congresses, and the like. Where practicable the pupils should be encouraged to visit the courts, the city or village council, and the state legislature.

The first work in civics in the high school will very naturally be given in connection with and as a part of history and geography. The history taught should be local history and state history. The geography taught should be the geography of the township, county, city, and state. Thus, local politics may be studied in connection with local geography and local history.

#### THE ELEMENTARY COURSE IN GERMAN.

##### 1. *The Aim of the Instruction.*

At the end of the elementary course the pupil should be able to read at sight, and to translate, if called upon, a passage of every easy dialogue, or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of everyday life or based upon the text given for translation, and to answer questions upon the rudiments of the grammar as defined below.

##### 2. *The Work to be Done.*

During the first year the work should comprise: (a) Careful drill upon pronunciation; (b) the memorizing and frequent repetition of easy colloquial sentences; (c) drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs, also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; (d) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (e) the reading of from seventy-five to one hundred pages of graduated texts from a reader, or in the form of simple stories, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (a) The reading of from 150 to 200 pages of literature in the form of easy stories and plays; (b) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (c) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use his knowledge with facility in the formation of sentences, and, secondly, to state his knowledge correctly in the technical language of the grammar.

##### 3. *Suggestions to the Teacher.*

Stories suitable for the elementary course can be selected from the following list (arranged alphabetically): Anderson's *Marchen* and *Bilderbuch ohne Bilder*; Arnold's *Fritz auf Fereen*; Baumbach's *Marchen*, *Die Nonna*,

and Der Schwiegersohn; Gerstacker's Germelshausen; Heyse's L'Arrabbiata, Das Madchen von Treppi, and Anfang and Ende; Hillern's Honer als die Kirche; Jensen's Die braune Erica; Leander's Traumereien, and Kleine Gersichten; Seidel's Marchen; Stokl's Unter dem Christbaum; Storm's Immensee and Geschichten aus der Tonne; Zschokke's Der zerbrochene Krug.

Good plays adapted to the elementary course are much harder to find than good stories. Five act plays are too long. Among shorter plays the best available are perhaps: Benedix's Der Prozess, Der Weiberfeind, and Gunstige Vorzeichen; Elz's Erist night eifersuchzig; Wichert's An Der Majorzecke; Wilhelmi's Einer muss heiraten. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate.

Translation from German into English should be idiomatic not literal. The pupil should be constantly reminded that he is transferring, from one language to another, ideas not words. But from the outset, it should not be forgotten that the principal object of study is not to learn to translate, but to learn to read understandingly without translating. This end can best be accomplished by beginning with some very easy text in connection with the grammar. And, as a rule, a class should never be put into a text the substance of which it can not understand at sight.

Reproductive translation into German. The program of work provides for practice "in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages." This is what the Germans call "freie Reproduktion," and is one of the most profitable exercises possible. It teaches the pupil to give heed not only to the meaning but to the form in which it is expressed, to put thoughts in German with German as a starting point. The language of the original should, of course, not be memorized verbatim; what is wanted is not an effort of the memory, but an attempt to express thought in German forms that are remembered only in a general way. The objection to independent translation from English into German is that for a long time it is necessarily mechanical. The translator has no help except his grammar and dictionary and his translation is mere upsetting. In free reproduction, on the contrary he instinctively starts from his memory of the original. His thoughts tend to shape themselves in German form. In short, he learns to think in German.

## *II. The Intermediate Course in German.*

1. *The Aim of the Instruction.*—At the end of the intermediate course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language; including syntax and word formation, and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied.

2. *The Work to be Done.*—The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally

and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive,) and likewise upon word order and word formation.

This represents the work of the second year in the two years' course adopted by the college department of the Iowa State Teachers' Association.

3. *Suggestions to the Teacher.*—Suitable reading matter can be selected from such works as the following: Ebner-Eschenbach's *Die Freiherren von Gemperlein*; Freytag's *Die Journalisten* and *Bilder aus der deutschen Vergangenheit* (e. g. Karl der Grosse, Aus den Kreuzzügen, Doktor Luther, Aus dem Staat Friedrichs des Grossen;) Fouque's *Undine*; Gerstacker's *Irrfahrten*; Goethe's *Hermann und Dorothea* and *Iphigenie*, Heine's poems and *Reisebilder*; Hoffman's *Historische Erzählungen*; Lessing's *Minna von Barnhelm*; Meyer's *Gustav Adolfs Page*; Moser's *Der Bibliotheker*; Riehl's *Novellen* (e. g. *Burg Neideck*, *Der Fluch der Schönheit*, *Der stumme Ratsherr*, *Das Spielmannskind*;) Rosegger's *Waldheimat*; Schiller's *Der Neffe als Onkel*, *Der Geisterseher*, *Wilhelm Tell*, *Die Jungfrau von Orleans*; *Das Lied von der Glocke*, *Balladen*; Scheffel's *Der Trompeter von Sakkingen*; Uhland's poems; Wildenbruch's *Das edle Blut*.

The general principles of teaching set forth in the preceding section apply also to the work of the intermediate course. Translation should be insisted upon so far as necessary, but the aim should be to dispense with it more and more. Every expedient should be employed which will teach the scholar to comprehend and feel the original directly, without the intervention of English. Occasional exercises in preparing very careful written translations should be continued. Practice should be given in reading at sight from authors of moderate difficulty, such as Rieh or Freytag. The "free reproduction" should by all means be kept up. It will be found much more valuable at this stage than independent translation from English into German. In dealing with classical literature thorough literary studies are, of course, not to be expected, but an effort should be made to bring home to the learner the characteristic literary qualities of the text studied, and to give him a correct general idea of the author. In the case of the drama, at least, some study of structural technique will often add interest to the work. The teacher will find Freytag, *Technik des Dramas*, of Franz, *Aufbau der Handlung in den klassischen Dramen* (velhagen und Klasing, 1892) good guides in this study.

### *III. The Advanced Course in German.*

1. *The Aim of the Instruction.*—At the end of the advanced course the student should be able to read, after brief inspection, any German literature of the last one hundred and fifty years that is free from unusual textual difficulties, to answer in German questions on the lives and works of the great writers studied, and to write in German a short, independent theme upon some assigned topic.

2. *The Work to be Done.*—The work of the advanced course (last year) should comprise the reading of about 500 pages of good literature in prose and verse, reference reading upon the lives and works of the great writers studied, the writing in German of numerous short themes upon assigned subjects, independent translation of English into German.

3. *Suggestions to the Teachers.*—Suitable reading matter for the last year will be: Freytag's *Soll und Haben*; Fulda's *Der Talisman*; Goethe's dramas (except *Faust*); Goethe's prose writings (say extracts from *Werther* and *Dichtung und Wahrheit*); Grillparzer's *Ahnfrau*, *Sappho*, or *Der Traum im Leben*; Hauff's *Lichtenstein*; Heine's more difficult prose (e. g. *Über Deutschland*); Kleist's *Prinz von Homburg*; Korner's *Zriny*; Lessing's *Emilia Galotti* and prose writings (say extracts from the *Hamburgische Dramaturgie* or *Laokoon*); Scheffel's *Ekkehard*; Schiller's *Wallenstein*, *Maria Stuart*; *Braut von Messina*, and historical prose (say the third book of the *Geschichte des dreissigjährigen Keieges*); Suderman's *Johannes*; Tieck's *Genoveva*; Wildenbruch's *Heinrich*.

A good selection from this list would be: (1) A recent novel, such as *Ekkehard* or *Soll und Haben*, read in extracts sufficient to give a good idea of the plot, the style, and the characters; (2) *Egmont* or *Gotz von Berlichingen*; (3) some of Goethe's prose, say the *sesenheim* episode from *Dichtung und Wahrheit*; (4) *Wallenstein's Lager* and *Wallenstein's Tod*, with the third book of the *Thirty Years' War*; (5) *Emilia Galotti*; (6) a romantic drama, such as *Genoveva* or *Der Prinz von Homburg*. It is assumed that by the time the fourth year is reached, translation in class can be largely dispensed with and the works read somewhat rapidly. Of course they cannot be thoroughly studied, but thorough literary study belongs to the college or the university. It is not sound doctrine for the secondary school that one work studied with the painstaking thoroughness of the professional scholar is worth half a dozen read rapidly. In the secondary school the aim should be to learn to read easily, rapidly, and yet with intelligent general appreciation, somewhat as an ordinary educated American reads Shakespeare.

#### THE ELEMENTARY COURSE IN FRENCH.

1. *The Aim of the Instruction.*—At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar as defined below.

2. *The Work to be Done.*—During the first year the work should comprise (a) careful drill in pronunciation; (b) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (c) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (d) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read, the teacher giving the English, and in reproducing from memory sentences previously read; (e) writing French from dictation.

During the second year the work should comprise: (a) The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (b) continued practice in translating into

French easy variations upon the texts read; (c) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (d) writing French from dictation; (e) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (f) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

When only one year's work in French is attempted, at the close of the secondary course, the total amount of reading indicated above must be reduced by about one-fourth.

Suitable texts for elementary reading are About's *Le Roi des montagnes*; Brunot's *Le tour de la France*; Daudet's easier short tales; De la Bedolliere's *La Mere Michel at son chat*; Erckman-Chatrian's stories; Froa's *Contes biographiques* and *Le petit Robinson de Paris*; Foncin's *Le pays de France*; Labiche and Martin's *La poudre aux yeux* and *Le voyage de M. Perrichon*; Legouve and Labiche's *La cigale chez les fourmis*; Malots *Sansfamille*; Mairat's *la tache du petit Pierre*; Merimee's *Colomba*; extracts from Michelet; Sarcey's *Le siege de Paris*; Verne's stories.

3. *Suggestions to the Teacher.* The suggestions already offered upon the teaching of elementary German are, in the main, equally applicable to the teaching of elementary French. While each language has its own peculiar difficulties that require special attention from the teacher, the general principles that should regulate the work are the same for both. Only a few supplementary observations need be added here.

The educational value of the study of French in cultivating habits of careful discrimination, of mental alertness, of clear statement, must never be lost from view, and the expediency of an exercise must often be determined by its utility in attaining these ends. With regard to drill in grammar, it is not for the secondary school to spend time over the many pages of exceptions, peculiarities in gender and number, idioms that one rarely sees and never thinks of using, and grammatical puzzles for which each learned grammarian has a different solution, that form so large a part of some grammars. The great universals, however, (the regular and the common irregular verbs; negative and interrogative variations; the common guise and meaning of moods and tenses; the personal pronouns and their position; the general principles governing the agreement of adjectives, pronouns and participles; the partitive constructions; the possessives, demonstratives, interrogatives, and relatives; the most common adverbs, conjunctions, and prepositions), should all be thoroughly understood by the end of the elementary course, and subsequent study should give considerable facility in using them.

The verb seems most formidable; but when it is perceived that most forms of all verbs may be treated as identically derived from the "primitive tenses," the difficulties appear less numerous, and when the principle of stem differentiation under the influence of tonic accent, persisting in the older and more common verbs, is a little understood, the number of really unique forms is inconsiderable.

No attempt should be made to teach literature until the pupil is quite familiar with ordinary prose and can read page after page of the text assigned with no great need of grammar and dictionary. The classics of

dramatic literature may very properly be postponed until the fourth year, and are not always desirable even then; but a few are given below among texts suitable for the intermediate course in the hope that these rather than others will be selected by teachers who, for reasons of their own, choose to read something of the kind at this stage of the course.

## *II. The Intermediate Course in French.*

1. *The Aim of the Instruction.*—At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

2. *The Work to be Done.*—This should comprise the additional reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

This represents the amount of work contemplated in the two years' preparatory course adopted by the College Department of the Iowa State Teachers' Association.

Suitable texts are: About's stories; Augier and Sandeau's *Le Gendre de M. Poirier*; Beranger's poems; Corneille's *Le Cid* and Horace; Coppee's poems; Daudet's *La Belle Nivernaise*; La Brete's *Mon oncle et mon cure*; Mme. de Sevigne's letters; Hugo's *Hernani* and *La Chute*; Labiche's plays; Loti's *Pecheur d'Islande*; Mignet's historical writings; Moliere's *L'Avaro* and *Le Bourgeois Gentil'homme*; Racine's *Athalie*, *Andromaque*, and *Esther*; George Sand's plays and stories; Sandeau's *Mlle. de la Seigliere*; Scribe's plays; Thierry's *Recits des temps merovingiens*; Thier's *L'Expedition de Bonaparte en Egypte*; Vigny's *La canne de jonc*; Voltaire's historical writings.

## *III. The Advanced Course in French.*

1. *The Aim of the Instruction.*—At the end of the advanced course the pupil should be able to read at sight, with the help of a vocabulary of special or technical expressions, difficult French not earlier than that of the seventeenth century; to write in French a short essay on some simple subject connected with the works read; to put into French a passage of easy English prose, and to carry on a simple conversation in French.

2. *The Work to be Done.*—This should comprise the additional reading of from 600 to 1,000 pages of standard French, classical and modern, only difficult passages being explained in the class; the writing of numerous short themes in French; the study of syntax.

Suitable reading matter will be: Beaumarchais's *Barbier de Seville*; Corneille's dramas; the elder Dumas's prose writings; the younger Dumas's *La question d'argent*; Hugo's *Ruy Blas*, lyrics, and prose writings; La Fontaine's fables; Lamartine's *Graziella*; Marivaux's plays; Moliere's plays; Musset's plays and poems; Pellissier's *Le Mouvement litteraire au Xix siecle*; Renan's *Souvenirs d'enfance et de jeunesse*; Rousseau's writings; Sainte-Beuve's essays; Taine's *Origines de la France contemporaine*; Voltaire's writings; selections from Zola, Maupassant, and Blazac.



## LATIN.

The aims of a secondary school course in Latin extending over four years are quite generally understood and pursued. Supposing, as this report does, that five recitation periods a week are to be devoted to the study during at least three of the four years, there should be no insuperable difficulties in the way of completing the minimum amount recommended in the report of the committee on college entrance requirements presented to the National Educational association at its meeting in July, 1899.

Since this report must inevitably set the standard of the four-year Latin course for years to come, it seems desirable to reproduce it here for the benefit of teachers and school authorities generally.

*First Year.*—Latin lessons, accompanied from an early stage by the reading of very simple selections. Easy reading: twenty to thirty pages of consecutive text. In all written exercises the long vowels should be marked, and in all oral exercises pains should be taken to make the pronunciation conform to the quantities.

The student should be trained from the beginning to grasp the meaning of the Latin before translating, and then to render into idiomatic English and should be taught to read the Latin aloud with intelligent expression.

*Second Year.*—Selections from Cæsar's Gallic War equivalent in amount to four or five books; selections from other prose writers, such as Nepos, may be taken as a substitute for an amount up to, but not exceeding, two books.

The equivalent of at least one period a week in prose composition based on Cæsar.

Reading aloud and translating, together with training in correct methods of apprehending the author's meaning, both prepared and unprepared passages being used as material. The memorizing of selected passages.

*Third and Fourth Years.*—Sallust's Cataline. Cicero: six to nine orations (including the Manilian Law). Ovid: 500 to 1,500 verses. Virgil's Aeneid: six to nine books. The equivalent of at least one period a week in prose composition based on Cicero. The reading of Latin aloud. The memorizing of selected passages.

The adoption of this course is not only demanded by considerations of self-respect, but it is also far from being impracticable. Preparatory to drafting the statement concerning Latin in this publication, letters of inquiry were sent to twelve of the principal high schools of Iowa and from eight, reports were received in reply. Although the information obtained in this manner was not in all cases as detailed as was desired, it appears that the above mentioned requirements for the first and second years are substantially met in all of the schools. In the third and fourth years some deficiencies occur, due chiefly to the circumstance that four instead of five periods a week are devoted to the study. Six orations of Cicero and nine books of Virgil's Aeneid are almost universally read. Here and there a sufficient amount of Ovid is taught. In view of the fact that the metamorphoses presents so much less difficulty to the beginner in reading hexameter verse than the Aeneid, it would seem advisable, even from considerations of time economy, to give a few weeks to this author. Add to this that the enhancement of interest accruing from the reading of a new author amply compensates for a certain loss of time, and we have said sufficient to recommend the introduction of a modicum of Ovid. Quite frequently an additional oration of some letters of

Cicero<sup>1</sup> are read in lieu of Sallust's Cataline. Some of the considerations favorable to Ovid apply with equal force to Sallust, and in addition this historical monograph possesses to an unusual degree intrinsic interest for the scholar, especially when read preparatory to, or in conjunction with, the Catilinarian orations of Cicero. A few high schools have successfully employed selections from it as material for sight reading.

There is one matter deserving of more than passing mention. It is the subject of Latin prose writing, almost universally neglected in Iowa. Easy exercises in the writing of Latin should accompany the other phases of instruction from the first, because they give an intimate knowledge of the essential forms and a readiness in the use hardly to be attained in any other way. In many high schools the insufficient number of recitation periods has led to the omission of such exercises very much to the detriment of the instruction in all its aspects. It is to be hoped that, when five periods a week are granted, teachers may not yield to the temptation to spend the added hours entirely in increasing the amount of Latin to be read, but may avail themselves of the better opportunities for reinforcing the fundamentals by devoting much of the gain to this important work. Prose composition, based on Cicero, is quite too generally omitted while the class is busied with the reading of Virgil. In many schools, however, an ample equivalent, though hardly of a kind with it, is provided in the weekly period devoted to the study of classical mythology.

Owing to its fundamental character, the first year Latin deserves especial mention. In pursuing the lessons, accuracy in the recognition of inflectional forms is hardly more important than correct pronunciation in conformity with the quantities, which can be attained only by constant practice in reading aloud under the punctilious instruction of the teacher. It is the experience of schoolmen generally, that the slightest neglect of this exercise even for a short time, at this early stage, works irreparable harm. Reading aloud should not, however, be discontinued at the end of the first year, but should be made auxiliary, from the first and always, to another phase of Latin instruction, which is also of great importance, grasping the meaning of the text before translation, itself indispensable if the student is to render it into idiomatic English. If reading aloud be continually practiced in the manner described, 'the intelligent expression,' which every teacher desires above all to catch, may not be the unattainable ideal it is sometimes thought to be.

Quite as indispensable as the oral practice is the marking of all long vowels in the written exercises. In fact the two necessarily run parallel, and unless the latter is practiced consistently the pronunciation will deteriorate. It will be found helpful in this respect if the teacher will occasionally read aloud some simple connected passage and have the scholar translate from hearing. But perhaps there is no exercise that promises better results in all directions than the memorizing of selected sentences and, in due course, of connected passages. Poetical quotations are especially adapted for this purpose and facilitates fixing in memory the quantities. A live teacher by such devices can combine the learning of paradigms with a concrete mastery of the language, and such is of course the ideal we set ourselves in the beginnings of Latin.

If, as is here assumed, five periods a week throughout three years and four periods in the fourth year are given to Latin in the high school, most of



the deficiencies here touched upon may be readily supplied. In view of the rapid progress in the co-ordination of courses of study the country over, there ought to be no doubt or hesitation about the standard. The four-year course recommended by the National Educational Association should be adopted by our high schools at once, where it is not already in operation. Yet there should be nothing farther from our thoughts than the reduction of the entire Latin curriculum to a system of hard and fast requirements. To insure the maintenance of the teacher's interest in his work, upon which, in the last resort, all his success depends, some considerable scope must be reserved to his initiative, and due allowance must always be made for special endowments and individual methods.

Good courses, however, do not guarantee good teaching. At this point all prescriptions fail. Unless teachers of Latin in the secondary schools are filled with a lofty ambition constantly to improve their methods of presentation and the vital sympathy they possess for the subject-matter of their instructions, Latin will be in fact, as it is in name, a dead language. The increased interest in the study, evinced in the growing numbers of those who take it in our schools, indicates that the teacher is growing with his opportunity. May this prove to be the fact.

#### COMPOSITION AND RHETORIC IN THE HIGH SCHOOL.

##### *I. Things to be accomplished.*

1. The pupil should be made to acquire the ability to write English that shall not bear the mark of illiteracy.
2. He must be given enough sense of style to enable him to vary his own writing to make it conform in some measure to the subject he has in mind.
3. He must be taught rhetorical doctrine, but only in connection with his own exemplification of it in his own writing; he must be trained in literary judgment, rather than informed in regard to literary laws.
4. To accomplish this he must be kept busy writing until by the criticism of his own errors he has learned to avoid them.
5. After he has come to a knowledge of what constitutes correctness in English he should be given training in the qualities that distinguish literature from other writing.

##### *II. Order of treatment.*

1. The initial difficulty is that of getting pupils to write.
2. That this difficulty may be lessened the work should first take up the whole theme and the paragraph. The pupil should be directed in securing material from experience, from observation, and from books; and in this fashion his interest in the problem of having something to say should be quickened.
3. At first, criticism of what he writes should not go beyond the question of choice and arrangement of material, except in the case of elementary grammatical errors.
4. From the paragraph work should proceed to consideration of the sentence words and questions of style.

##### *III. Method of teaching.*

1. In the teaching of English in the high school a suitable text is very necessary. Principles of literary composition are too vague for the pupil to

be able to hold them in mind without having opportunity to think them over from the printed page.

2. The study of the text, however, should be made subordinate to the writing of themes, and in this the student should be given some range of choice in the matter of subjects.

3. Occasionally all members of the class should be compelled to write on the same subject and comparison between the different compositions made.

4. All criticisms of themes should be made as definite as possible and should give reasons which the pupil will accept without the assurance of some rhetorical authority.

5. These corrections should often be read to the class as a subject for class discussion, and as often as possible the teacher should find time to go over the themes with the pupils alone taking pains to reach the pupil's characteristic faults.

6. It will be found helpful to ask for written outlines of subjects often and these should be criticised for coherence, arrangement and proportion.

7. The class should be given some drill in criticising compositions themselves.

#### *IV. Rhetoric and Literature.*

1. The study of literature may profitably be taken up in connection with the work in composition, the classes reciting on alternate days. Themes may then be assigned from the work in the literature class, but these themes should not demand of the pupil any critical thinking beyond what has been done in the class. In the work in composition the pupil must devote himself largely to expressing what he already has in mind.

2. Care must be taken not to repress the individuality of the pupil by making him feel that he must follow some author whom he is studying as a model.

3. While facility in expression is the end of the work, the pupil's inventive faculties must be stimulated or he will not care to write or have occasion for writing. For this work subjects drawn from the work in literature are not advisable. In that the student is merely to put in shape things that he has learned. For more original work other subjects should be assigned.

#### ENGLISH LITERATURE IN THE HIGH SCHOOL.

##### *I. Objects in teaching English Literature.*

1. That the student may not be ignorant of the important names and important achievements in English letters.

2. That he may come to a liking for good books.

3. That he may develop so critically discerning a taste as will give him a positive dislike for the crude and the vulgar.

4. That through literature he may come to a larger understanding of life.

The first of these is a matter of practical business importance, having to do with the student's ability to meet his fellows in the world of affairs on a footing of intellectual equality; the others are matters of culture and scholarship.

##### *II. Amount and character of Literature to be studied.*

1. The number of authors and works read should be enough to give the

student a wide range. Too exhaustive study of a few works will deaden the interest of students of high school age. Moreover the study of literature is in part for the purpose of broadening the pupil's knowledge of life, and enough should be read to accomplish this.

2. A few authors should be studied critically for the purpose of securing object three above.

3. Nothing should be read so superficially that the student will not enter measurably into the spirit of the writing.

4. Literature of the narrative sort, whether prose or verse, serves best to stimulate interest in the subject when it is first taken up.

5. In the study of Shakespeare dramas should be selected in which the pure story interest is strong, and in which the characters are distinctly individual and easily read. "The Merchant of Venice" and "Macbeth" are especially to be recommended, and the reading of them in the high school will presumably leave enough to be done with them in the later study in the college. It must be borne in mind that high school students are not prepared either by their experience of life or by their knowledge of literary art for any thoroughly appreciative study of Shakespeare, and there can be no question but that serious study of Shakespeare by students not mature enough to get his deeper meanings will merely result in dislike for him.

6. The teacher should make careful study of the class and choose productions which will stimulate the interest of that particular class and which will in her judgment enlarge the sympathies of the individual members of the class.

7. The teacher should as far as possible direct the reading done by pupils in their homes.

### *III. The Study of Literary History.*

1. Real knowledge of the historical development of English literature can come only through direct study of the literature itself, but this is a very much larger thing than can be accomplished in the high school.

2. It need hardly be said that Chaucer is not an author to be studied below junior or senior classes in college, but the high school student who will not go to college, as most high school students do not, should know something about Chaucer. Obviously in this case as in the case of Spencer and a host of others whom the high school student cannot read, he must get information "second hand" from some such history of literature as Stopford Brook's "Primer of English Literature" or better still from Johnson's "History of English and American Literature."

3. In the teaching of literature as in the teaching of other subjects, it must not be forgotten that the high school has a double mission. It must put one student in the way of the scholarly training which is to carry him further in college, and it must give another student the information as information which will enable him to make a good showing in the world of affairs without a college training.

Pedagogically, the thought most important is that the student should know how to study the work in hand.

1. To make this sure the teacher should prepare definite questions suited to the age of the pupils and leading them to find out for themselves the artistic and other qualities of the story or essay or poem.

2. In the story there should cover matters of meaning, phrasing, mood suggestions, character portrayal, description and management of plot to affect the reader's sympathies.

3. In the poem they should deal also with poetic forms, meter, figures, alliteration, rhyme, and positive crudities as well as striking felicities of phrasing.

4. Among other things these questions should lead the student to the right placing of his sympathies, and to an understanding of the author's management of them.

5. Without didacticism, they should lead the pupil to an appreciation of the fundamental beauty or truth which gives the work in hand significance.

NOTE.—A few questions are here given as illustrations.

Questions on "A Highland Mystic" in the "Bonnie Brier Bush."

- a. What do you understand by "the transformation of Donald Menzies?"
- b. And what by the "open vision?"
- c. Would you call the description of Donald in the third paragraph good or not? and why?
- d. What changes in his mood in this paragraph? And how are they indicated?
- e. In the next paragraph what do you learn about Burnbrae from the fact that he always opens the conversation?
- f. What distinction in character do you note between Burnbrae and Donald as you read through the chapter?
- g. Indicate in the third paragraph any passages that seem to you especially well phased and say why.
- h. For what purpose do you fancy this chapter was written?

Questions on Lancelot and Elaine:

- a. What is the meter in which the poem is written?
- b. In the first line what syllable that has a secondary accent should have a primary accent? And why?
- c. What character in Elaine does the poet imply by "lily-maid."
- d. What feeling makes her wish to be awakened by the gleam of morning's earliest ray?
- e. Why does she bar her door?
- f. What change of accent in line twenty four to give added emphasis?
- g. Is the figure of line fifty-eight effective or not? And why.
- h. Is the rhythmic movement of 1134-55 more or less rapid than 1-27? And should it be so or not?
- i. Is this story, 34-55, told to make the diamonds fair or evil fated? And what does the fact that there were two brothers have to do with this?
- j. What characteristic of the rivulet applies to the diamonds? 152.
- k. And do you think the figure good or not? Why?
- l. What alliteration do you detect in 1.89?
- m. Do you understand that Guinevere is petulant in 1197-101 because she is displeased with Lancelot or because she is troubled in her own heart?
- n. What may you know about Guinevere from the "little scornful laugh"?
- o. Why does she say "he cares not for me"? And how has that affected her attitude towards him?

p. To what, by implication, does she liken Arthur in line 134? And is the implied figure good, direct and vivid, or not?

q. In this talk does Guinevere or Lancelot seem the nobler?

General questions on the complete Idyll:

a. How does the simplicity of Elaine's life affect our feelings for her in her declaration of love for Lancelot?

b. Does Tennyson in this, make choice of simply words or not?

c. What do you conceive is the effect of Elaine's death upon Lancelot?

d. Do you find that there are many or few pictures brought up in the mind in the course of the story?

e. Are they vivid or vague?

f. Are they produced with few or many words?

g. Where do you find one that seems especially effective?

h. Would you say that the diction is such as to suggest much or little to the imagination?

i. Does the verse seem to have color and feeling or is it cold? Etc.

. Here follows a list of about sixty books.

#### BOTANY.

To lay out a course of study in any science, as botany, is a problem surrounded with difficulties by no means small. The subject is so large, so many sided, that the methods of approach are of necessity diverse. Professors of the science are in this particular by no means agreed and almost every prominent teacher of the subject has a method of his own. Text-books in elementary botany are many and varied—nearly all good, each in its way, and in its own field; so that it is hardly to be hoped, much less expected, that what may be said here will meet with such general approval as might be accorded for instance, to a similar outline in arithmetic or German. Furthermore the method of presenting the subject must be determined very largely by local conditions, not only of the teaching force, but of the natural surroundings. Botany by the Mississippi river, for example, might be one thing; in a prairie village quite another. Again, we must always have regard to the end in view. This is primarily the advantage of the pupil, his information as a possible citizen, and the botany we give him should have respect to this particular thing. This being admitted, it seems plain that any presentation of the science which leaves the pupil ignorant of his own environment and of his relations to the common plants about him, fails in just so far of the purpose for which botanic studies are offered in the common schools.

Once more, the character of work attempted must in some measure depend upon the time which may be devoted to the subject. The committee, however, has not had in mind in any case a course of more than one year.

Your committee is agreed that elementary botany should be largely that which is called structural. I should deal at first chiefly with the gross anatomy and make-up of our familiar plants, especially the common plants of the particular locality in question. The pupil should be taught to observe; his lessons to the very largest extent possible should be out of doors. He should learn the characteristics of various sorts of plants, their habits, their habitates, and the conditions under which they flourish. In doing this he should be taught to observe plants at all seasons and in all phases. The

second half of the school year, as now commonly divided, affords opportunity for doing this, as we have winter, spring and summer conditions within the interval named. The pupil must never be taught words and their definitions; this one fault of some otherwise excellent text-books. On the other hand the pupil must acquire his vocabulary naturally, that is as he needs it. By taking up the study of plants where they are and as they are, by cultivating plants in sand, by all inexpensive ways, the pupil will gradually come into possession not only of the leading facts as to the structure, or make-up, of the ordinary flowering plant, but will learn its principal activities as well. Some of our trees, fortunately some of the most common, afford excellent subjects for elementary botany study; they stand leafless with the sleep of winter, they break into bloom, they put forth their leaves, they grow in height, in thickness, they form their fruit, the fruit germinates and forms a new plant, all within the time limit we have supposed.

In addition to such work as this, some simple flowering plant may be studied when the time of flowering comes,— a *Trillium*, a *Ranunculus*; this to show to better advantage the perfection flowers attain in matter of color, size, odor and their relations to insects. In any event, whatever plants are studied, others of the same natural order should be presented at the same time or as soon thereafter as possible, in order that the pupil obtain some conception of the relationships of plants, their natural kinship and the signs by which such kinship is discovered or confirmed. Not only may plants be thus studied in groups as related to each other, but they should, where opportunity offers be studied as grouped in the field. Find out every plant growing spontaneously in some natural grove or thicket. It will be necessary now to name the plants. Either of the text-books named at the end of this report will suffice to make the first effort, which, in some cases, as of cryptogamous plants, will not descend to species at all but will simply specify groups. In this way it will appear that members of various natural orders are often more closely associated in the field than are the most closely related members of any one order, etc.

The utility of plants should be made a matter of investigation. Those that furnish food should be recognized and listed; those that furnish fuel, lumber, shelter; food for domestic animals; protection for the soil against water or wind; protection of water supply, as the rivulet or spring, the lake-shore; those that are useful for ornament to adorn our homes and farms. Such in general is the ground which, in the judgment of your committee, should be covered by one who essays to teach the science of botany in our public schools. We believe the work practicable, and we mean it to be practical. The course can be indefinitely extended. In schools fitted up with laboratories, microscopes, etc., the more minute anatomy of plants may be presented; plant-diseases may become a matter of investigation, but even such work must not be allowed to supersede that already outlined. If an entire year be given to the subject, it is better to begin the simpler structural work with the beginning of the school-year; depending on the use of dry or alcoholic material, or the investigation of the winter condition of buds and stems, or such work as the germination of seeds affords, to meet the demands of the non-growing season. The spring and early summer may then be given to acquiring a more perfect acquaintance with the flora of the



locality, and to the investigation of such problems in distribution and habit, in ecology, as the immediate region may suggest.

As elementary text-books your committee recommend Gray's School and Field-book, or Macbride's Elementary Lessons with Key. The latter book, especially, contains outlines for abundant work in harmony with the suggestions here made.

#### PHYSICAL TRAINING.

##### *I. Things to be accomplished.*

1. *Recreation.*—The actively working brain needs frequent resting so that worn-out tissue may be rebuilt. This re-creation can often be most effectively accomplished by a change to physical work rather than by enforced inactivity.

2. *Bodily Development.*—By systematic physical exercise the weak body can be made active and muscular. Suitable "body work" increases the functional activity of internal muscles and glands.

3. *Mental Development.*—By the use of moderately complex movements the pupil should be taught to use mind and body together. The will, too, is strengthened by suitable gymnastic drill. Care must be taken not to add such work to already over-burdened pupils. Complex or fatiguing work should be used only with the greatest caution.

4. *In General.*—Seek to promote the growth of physically perfect men and women.

##### *II. Appliances.*

1. *Apparatus* —Good results may be obtained without the use of apparatus. It is possible to give a lesson in "free hand," one that brings into play all of the muscles of the body with no apparatus whatever. Many exceedingly beneficial exercises may be taken while seated. If the means are at hand to procure apparatus, dumb bells, wands, and Indian clubs, in the order named, are the most profitable.

2. *Space.*—The lesson outlined below may be given with only the space afforded by the aisles between the desks. It is of the greatest importance to have the room well ventilated and free from dust.

3. *Music.*—Good music as an occasional accompaniment to exercise is a valuable addition. It is not necessary, however. When movements are executed rhythmically the teacher may count.

##### *III. Qualifications necessary for good teaching.*

1. An intimate personal knowledge of the pupil is necessary—his ability to resist fatigue, his mental temperament and his bodily defects. This knowledge is possible only for the grade teacher herself,—considering now large town and city schools. The history of gymnastics in the schools seems to indicate that it is unwise to hire a special teacher of physical training who shall give lessons in each room. In the high school it is well to depute some teacher, who seems the best fitted by nature, to undertake the direction of physical exercise. Her own ingenuity and such special training as she can secure will enable her to devise work that will be of great value to the pupils.

2. The teacher should be acquainted with the fundamental principles of physiology and hygiene, and especially with the physiological effects of

exercise. Short talks on matters of personal hygiene will interest the pupil in the case of his own body.

#### *IV. A Typical Lesson in Freehand for Beginners.*

##### Lesson One.

1. Order exercises; attention, arms out, front, up.
2. Leg: Rising on tiptoe. 16.
3. Neck: Clasp hands back of head and bend head backward against resistance. 8.
4. Arm: With arms out, clinch fist, then flex arms at the elbow. 16.
5. Balancing: Toe stand.
6. Shoulders: Arms front, to out. 16.
7. Waist: Hands on hips, bend body to right and left. 12.
8. Back: Bend body to front. 16.
9. Heart and Lungs: Hopping on right foot, 24; left, 24.
10. Breathing: Arms up as lungs are inflated, down as they are deflated. 8.

#### *V. Methods of Teaching.*

##### (a) Indoor exercise.

1. *Explanatory of above Lesson.*—The order of arrangement of these exercises is based on physiological principles. This order should be maintained in all lessons. A great variety of lessons is still possible, all following this general arrangement. The figures following each exercise are the counts given to each. The number of counts may be varied to suit circumstances. Commands should be imperative. Accent the last word of command, as: *Arms up*, or *Raise the arms on counts, Begin*.

2. *Position.* The teacher should insist on a good position, chest raised, hips well back, weight on the balls of the feet. These are the important points in standing. Care should be taken to seat the pupils properly. A few minutes daily work in calisthenics can not be expected to overcome the bad effects of a faulty position during the rest of the day.

3. *Dress.* The dress must be loose fitting to give opportunity for growth and movement.

4. *Manuals.* These are abundant. Care should be taken to procure something simple and logical. Proceed slowly to movements a little more complex as your pupils and yourself become better prepared for them. Jessie E. Bancroft's "Freehand Gymnastics" and "Sight apparatus Gymnastics" are excellent for grade teachers. From the simple movements described and illustrated in W. G. Anderson's "Gymnastic Nomenclature" combinations of any desired complexity can be built.

5. *Calisthenics* may become dry and uninteresting. Rely on them only as an alternative with out of door exercises frequently. Become interested yourself and your interest will be communicated to your pupils.

##### (b) Out door exercise.

1. It is a mistake to think that gymnastics can ever take the place of outdoor exercise. Play is all important for the young child. He is only happy when active, and his activity is most beneficial when it is of the spontaneous, involuntary sort, and when taken out of doors.

The teacher should share in recreation. She may supervise and even join in the play without endangering her dignity.



Finally, we do not contend that a teacher can become an expert instructor of gymnastics in a few months. But she can do something at once; something that will be valuable for her pupils and that will aid her in her work as well. Many difficulties will be encountered but these are in the main more formidable in appearance than in reality. The end is worthy of the most painstaking effort.

#### GREEK IN THE HIGH SCHOOL.

##### *1. Preliminary Statement.*

The common arrangement of high school courses under present day conditions, proposes, as most conducive to the attainment of all the various ends in view, Latin as a central language study, to be continued throughout the four years. As contributory to the aims of high school training, it is also proposed to offer for the last two years of the course as an optional study a second foreign language. This language may be Greek, German or French. The natural tendency will be to select a modern language from this optional group of studies, on the ground that as one ancient language, Latin, has already been taken, no adequate reason can be assigned for introducing a second one into the high school course. The decision of this matter affirmatively or negatively will depend upon the circumstances bearing upon the individual cases. It is never wise to assert dogmatically that Greek *should* or *should not* be taught in the high school. If taught properly it has great and distinct educational value, and no pains should be spared in defining this value in those schools where an option is offered in its favor.

##### *II. The Justification of Greek.*

Greek is peculiarly an original language in the sense that it stands chronologically at the head of the literary languages of the world, and contains in itself the first types of the most distinctive and fundamental forms, particularly epic and lyric poetry, tragedy, comedy, and artistic prose in history, oratory and philosophy.

These are not imperfect types but, compared with those produced in subsequent times in the most cultivated languages, are found to stand as models of perfection and to furnish inspiration for much of the great literature of the world.

The history of what is distinctively our world begins with the people who used the Greek language. The New Testament is written in Greek.

The spirit of democracy and of intellectual freedom is in the Greek language, and in these respects it is much nearer to the spiritual life of the American people than Latin. In these respects it will also bear scrutiny in comparison with modern languages.

It is the language that was spoken by one of the most original and creative people that ever lived and through it has come contributions of inestimable value to the life and thought of the modern world.

The study of a language having so many claims to pre-eminence, and having in it so much that is fundamental, has a distinct value from a pedagogical point of view which ought not to escape the notice of those who insist on the modern or scientific spirit in education.

It may be well in leaving this branch of the subject to call attention to the fact that there is a well marked tendency in the secondary schools to

study one ancient and one modern language if two languages are offered. In such cases Latin is almost universally chosen. If this tendency develops into distinct educational policy, then it may well be questioned whether the one ancient language should be Latin rather than Greek, and whether the philological eminence of Latin should have such undue weight in settling a question so important for the intellectual life of coming generations.

### *III. The first Requisite.*

The first requisite for successful work in Greek is adequate understanding of the subject on the part of the teacher. It may be said that this is true of every subject; it is pre-eminently true of this. Greek must secure recognition if at all, by its own intrinsic merits. The indirect and incidental support that Latin, or mathematics, or modern languages, or science has, it does not have. To receive attention it must be presented by some one who knows something of its real value and vital significance. The weary road through the Greek declension and conjugation must be relieved by the systematic and appreciative understanding of the teacher, if the pupil is to persevere with a proper degree of enthusiasm. Immature work in the Greek class room will destroy interest at the most important time. The teacher who takes a class through one year of Greek study without giving him more glimpses of the more pleasing prospects beyond, is a failure as a teacher of Greek.

### *IV Time to be Devoted to Greek.*

Given a competent teacher the consideration of second importance is the time to be devoted to the study. The course of study proposed in connection with this Manual assigns the second language to the third and fourth years. If any satisfactory results are to be secured in this length of time, there should be five recitation periods a week of not less than forty-five minutes each. Better results would be secured in a one hour period. In two years under such circumstances a properly qualified teacher can prepare a pupil for admission to the majority of our colleges and to all of them with entrance conditions of no great difficulty. There should be no attempt to "cram" or "force," but rather there should be a normal advance according to the average ability of the class. Any college would prefer a pupil "under conditions," because less than the full requirement had been completed, but with intelligent understanding of the work already done, to one hastily and superficially forced over a larger amount. For example, it is more desirable that a pupil be able to read easy Greek readily than that he be able to "pass" on the speeches of Xenophon, as a result of special cramming. The only criterion of successful work is the actual understanding of the pupil.

### *V. Essentials for Ability to Read Greek.*

In an elementary Greek course one fundamental object should be constantly before the mind of the teacher, namely, to teach his pupils to read. Contributory to this are three essentials: 1. A knowledge of inflectional forms; 2. A knowledge of words (vocabulary); 3. A knowledge of the grammatical structure of the average Greek sentence (syntax). These three things are "essentials" only as far as they contribute to reading ability. Too often they receive the predominant share of the attention, while the one fundamental aim is almost lost to view.

*VI. Inflectional Forms,*

The constantly recurring inflectional forms should be thoroughly mastered, gradually, as they occur in the lessons and paradigms. As far as possible this work should be correlated to the reading and writing of Greek. Nothing is so unpalatable and unprofitable as the mere memorizing of forms out of relation to any vital structure. Whenever it is necessary to insist on this haste should be made to illustrate the functional power of the dead forms by copious reading and writing exercises. Indiscriminate memorizing of forms is pernicious and will defeat its own end. Nothing said in this connection is to be construed as underrating the importance of knowing the inflectional forms. This knowledge is fundamental, but the memorizing of forms is never to be substituted for the practical understanding which comes only through work with the Greek sentence. In class drill care should be taken to discriminate between common forms and those little used.

*VII. Vocabulary.*

The acquiring of a vocabulary is a very important problem and it should be approached in a rational and practical manner. To commit to memory words will not answer the requirements. More important it is to memorize words in their relations in the Greek sentence so that with the vocabulary there may come to the learner something of the peculiar genius of the language. In the Greek lessons a large majority of the words used in the *Anabasis* should become very familiar. To note how readily this may be done the following words are quoted from the preface of a well known beginner's book: "In the eleven lessons one hundred and sixty-five words are used." One hundred and thirteen are nouns, twenty-six are verbs. These nouns occur in the *Anabasis* over thirty-five hundred times. The verbs occur more than twenty-two hundred times." It is true that the Greek vocabulary is very copious, but one may read the language with a surprising degree of ease and pleasure with a comparatively limited stock of words at command. Reading Greek aloud by the pupil, listening to it read by the teacher, memorizing sentences and select passages, oral exercises varied to suit the circumstances, retranslating, written exercises, all these devices will aid in acquiring a vocabulary, but none of them, or all of them together; will compensate for copious reading of simple Greek prose.

*VIII. Grammatical Relations.*

The third point to be emphasized, a knowledge of grammatical relation, is not to be considered apart from the others, but is to be carefully united with them, in such a way that gradually the essential principles become well fixed in mind: Reviews should be frequent, and attention should be constantly called to passages already passed over in which there are points affording comparison with those in current exercises.

*IX. Greek Prose Composition.*

An invaluable help in all the points mentioned is Greek composition used constantly and judiciously. No definite rules can be given as to the best plan for conducting this exercise. If there is sufficient blackboard space a few illustrative exercises might be put upon the board each day as a part of the regular lesson. This will often prove better than a set exercise once a

week even after the pupil has laid aside the first book for the *Anabasis*. It has less the appearance of a "grind" and will, if rightly conducted, contribute most effectively toward the mastery of the work in hand. Oral and written exercises in retranslation should be frequent. Impromptu exercises are likely to be more helpful than those prepared outside of the class, because they exercise to a greater degree the pupil's mental independence and remove the possibility of reliance upon others.

#### *X. Sight Reading.*

Sight reading should be provided from the beginning, and should be practiced even if there are but a few moments for it. In no other way can the teacher so well get an insight into the difficulties that beset the student and in no other way will the student himself learn so well to make practical application of the facts and principles which he is acquiring so rapidly. In all tests and examinations passages previously unseen should be chiefly used, so that the student may learn at once that an independent knowledge of Greek is the aim in view, rather than a superficial ability to read a certain number of pages of a given text.

#### *XI. Reading Books.*

A reading book should be in the hands of the pupil at the earliest practicable moment. Fortunately the best elementary books now introduce connected reading exercises from the first. Among such books are White's *First Greek Book* (Ginn & Company) and Forman's *Greek Lessons* (Harper Company). Moss' *First Greek Reader* is an excellent book for high school use.

#### *XII. The Anabasis.*

The *Anabasis* should be introduced as early in the course as possible. After this is done a part of the time should be devoted to a careful study of the text, and a part of it to more rapid reading. About two books should be subjected to careful analysis and study. An attempt should be made to read at least two books more rapidly. The two methods should be used in conjunction so that the tedium of the slower process may be constantly relieved by the foretaste given by the more rapid reading, of the real end in view. The teacher can often gain much time and create great enthusiasm for this work by suggesting in advance the solution of some of the more troublesome difficulties.

#### *XIII. Homer.*

The last part of the second year may be profitably devoted to Homer, provided the work of the preceding year and a half has secured in reasonable degree the desired results. Under the direction of a skillful teacher at least two books of Homer may be studied and the student given something of an insight into the real greatness and lasting value of the Greek epic. If this be done the enlargement of view that will accrue to him as a consequence will be an adequate compensation for any labor that may have been bestowed upon Greek, and in the life of any youth of average ability it will prove a practical thing, whether he continues his work as a student or not.

## CONCERNING ACCREDITED HIGH SCHOOLS.

*I. Rules Governing the Accrediting of High Schools.*

High schools meeting the following conditions may, on vote of the committee on secondary school relations, representing the college department of the Iowa State Teachers' Association, be accredited as affording their graduates full preparation for *one or more* college courses; and graduates of such schools will be admitted without conditions or examinations (except in certain subjects, e. g. English, as provided in the catalogues of the several colleges) to such college courses of study as their high school studies have prepared them to enter; provided they present certificates signed by the superintendent of schools or the principal of the high school, specifying in detail the amount and character of their preparatory work, as shown by the branches of study pursued, the length of time spent upon each, the ground covered in each, the text-books used, and the average standing attained, and specifically recommending the applicant as of good moral character, studious habits, and, judging from the previous records, able to carry on college work successfully.

1. The course of study must be not less than four years of thirty-six weeks each in length, following an elementary course no less than eight (8) years of thirty-six weeks each in length.

2. The course of study must require of each pupil not more than four recitations daily.

3. The entire time of at least three teachers must be given to instruction in high school branches.

4. The quality of the instruction given and the character of the text-books used must be approved by the committee on secondary school relations. The present officers of this committee are: Chairman, President J. H. T. Main, Grinnell, Iowa; secretary, Prof. Thomas Nicholson, Mount Vernon, Iowa. The names of the committee in full will be found each year in the report of the Iowa State Teachers' Association, college department.

5. Schools seeking considerable credit in science must demonstrate their ability to do successful laboratory work.

6. Schools seeking considerable credit in history and English must give evidence of a special library equipment for teaching these branches.

High schools maintaining courses of study less than four years in length, and employing less than three teachers, may by vote of the committee on secondary school relations, be accredited as affording their graduates *partial* preparation for *one or more* college courses, provided they meet the following conditions:

1. The course of study must be the equivalent of at least one year of thirty-six weeks in length, following an elementary course of not less than eight years of thirty-six weeks each in length.

2. The course of study must require of each pupil not more than four recitations daily.

3. The entire time of at least *two* teachers for a *three-year* course, the entire time of at least *one* teacher with *half time* of another teacher for a *two-year* course, and the entire time of at least *one* teacher for a *one-year* course, must be given to instruction in high school branches.

4. The quality of the instruction given and the character of the text-books used must be approved by the committee on secondary school relations.

5. Schools seeking considerable credit in science must demonstrate their ability to do successful laboratory work.

6. Schools seeking considerable credit in history and English must give evidence of a special library equipment for teaching these branches.

Private academies, seminaries, normal schools, or other secondary schools, meeting the conditions mentioned above, or their equivalent, may be accepted on the same basis as high schools.

The colleges composing the college department of the state association are: the State university; Cornell; Iowa college (Grinnell); State agricultural college, (Ames); Upper Iowa university; Iowa Wesleyan (Mount Pleasant); Parsons; Penn; Drake; Western; Des Moines college; Luther, Simpson; Tabor; Coe.

These have uniform entrance requirements, with very slight exceptions. Every school on the accredited list can thus enter its students in some one or more of the courses of each of these institutions.

## *II. How a High School May Become Accredited.*

1. Either the superintendent of schools, the principal of the high school or an officer of the board of education, may make application that a high school be accredited.

2. Either should write for the necessary application and report blank to the secretary of the committee on secondary school relations, or to the professor of the science and art of teaching of the state university, who is also the official recorder of the committee on secondary school relations representing the college department. The present secretary of the committee is Prof. Thomas Nicholson, Cornell college, Mount Vernon, Iowa.

3. This blank should be signed by the president and the secretary of the board of education, the superintendent of schools, and the principal of the high school. Full and detailed information concerning the teachers, pupils, and material equipment of the high school should be given, according to the outlines given in the blank.

4. This application and report should be forwarded to the professor of the science and art of teaching in the state university of Iowa, or to the secretary of the committee on secondary school relations, as under 2 above.

5. There should be forwarded along with the application and report *two* copies of the high school courses of study, *corrected to date*.

6. An analysis of the courses of study will be made in the office of the official recorder of the committee on secondary school relations, in such a way as to show their relation to the minimum requirements for admission to college; and a copy of the analysis will be sent to the superintendent or principal at once.

7. After the high school shall have been duly inspected, and after the inspector's report, together with the analysis of the courses of study, shall have been submitted to the committee on secondary school relations, the committee will accredit the school, if it shall appear that the conditions required shall have been met.

8. The committee desires to receive annually from accredited schools full reports as to teachers, pupils, courses of study, and material equipment in text-books, library, apparatus, and buildings, and to this end report blanks will be sent to each accredited school each year shortly after the opening of

the school year, from the recorder's office at the State University. Further inquiries will receive prompt attention, as will also any correspondence relating to possible changes in or adjustment of courses of study looking toward the accrediting of any given school if the correspondence is directed to the chairman of the committee on secondary schools, Prof. J. H. T. Main, Iowa College, Grinnell, the secretary of said committee, Prof. Thomas Nicholson, Cornell College, Mount Vernon, Iowa, or to the Professor of Pedagogy of the State University, Iowa City.

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# **CHAPTER X.**

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## **ACCREDITED HIGH SCHOOLS.**

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**COURSES OF STUDY TABULATED.**

**FULLY ACCREDITED LIST.**

**PARTIALLY ACCREDITED LIST.**

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## ACCREDITED HIGH SCHOOLS.

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### TABULATION OF COURSES OF STUDY OF THE HIGH SCHOOLS ACCREDITED TO THE COLLEGES OF THE COLLEGE DEPARTMENT OF THE I. S. T. A., 1900.

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The Committee herewith presents its report for the year 1900. The schools named in Group 1 below are accredited as making preparation for entrance to college in one or more courses. The Committee calls the special attention of registrars and college faculties to the following points:

#### READ CAREFULLY.

1. Notice that all the schools in Group 1 do not have courses admitting to all the college courses. Some schools have work sufficient to admit them only to the Scientific or Letters course and by reason of having less than the required language their students are admitted to the Classical and Philosophical courses with language conditions.

2. Note that it is not an infrequent thing for schools to graduate students who have completed less than the course laid down on paper and submitted to the Committee.

3. In view of these facts let registrars note the following clause from the report of this Committee which has twice been unanimously adopted by the College Department of the State Teachers' Association: "*A mere certificate of graduation is not to be received by any college as proof that the student has completed all the studies of the course. If this be presented there must also be shown, in addition, a detailed statement signed by the principal or other trustworthy officer, of the work actually done, including the texts studied, the time spent upon each subject, the grades received, and other proper information.*" Will registrars be particular to observe this rule. This is the purpose of furnishing full tabulation. Compare certificates presented to you with the work here detailed as that upon which the school was accredited. Please report promptly to the Committee any schools whose students are found to come with certificates of graduation and yet with detailed statements of work which show that the full course is not taught or required. *Do not admit any pupil to the Freshman class simply because the name of the school from which he comes appears on the accredited list.* The laborious work of making the tabulation herewith presented and the expense of printing it is all undertaken that you may have exact data on which to check up these things and thus protect yourself.

4. Note that the tabulation in the first set of studies shows the amount of time actually spent in the high school on each subject. That in the second or last set of columns shows the amount of credit actually given for this work. The difference arises from such causes as spending more time than is necessary on a subject:—for instance, two full years on Algebra when the work covered is only that which should be done in one and one-half years; having work in some of the subjects which properly belongs to the grammar grades, having superfluous work not considered by the persons who visited the school and by the detailed statements of work furnished to the Committee by the principal or school board as of strictly high school grade or character.

5. Please keep a record of the schools whose students frequently fail in the advanced work to which they are admitted. Have the kindness to report promptly to the Committee schools from whom you receive any considerable number of students manifestly weak in scholarship. Should you find that the school at 'A' continually sends you students deficient in Latin or in Mathematics or particularly in English, you should confidentially put the Committee in possession of the facts and the particular points of weakness discovered, that the school may be informed of its deficiency and required to strengthen the weak places. It is the purpose to drop such schools from the list, if they do not improve after a sufficient time has been given for said improvement.

6. It has been suggested that since many schools fill their courses by allowing students to do the last year of Latin, outside of school, reciting once a week to the principal; in some cases studying up the work in absentia and passing it by examination; and other such devices; as far as possible class officers should ascertain when the student presents himself, how much of his work has been done in actual bona fide class work, and where all the work has not been thus performed, a special minute should be made and the record of said student scrutinized with special care. Failures following such work should promptly relegate the student for review in these branches and such failures should be reported to the Committee, that the schools may be informed of the necessity of furnishing proper teaching force in such departments or withdrawing from our accredited list.

7. Any other points discovered by class officers which would be of value to the Committee should be reported. All suggestions will be thankfully received. It is the purpose of the Committee to be absolutely fair to all parties concerned, but at the same time to protect the colleges on the one hand and aid the high schools to come up to the proper standard on the other.

8. In column, "No. of recitations daily," the range is from  $3\frac{1}{2}$  to  $4\frac{1}{2}$ . The fractions could not be inserted in the column.

The work is respectfully submitted by the Committee:

Charles O. Denny, Chairman,

Thomas Nicholson, Secretary,

J. J. McConnell,

W. A. Heidel, for J. H. T. Main,

R. C. Hughes,

Charles Eldred Shelton.

FULLY ACCREDITED LIST.

GROUP I.	Date of Application.	Date of Course of Study.	No. Years in Course.	No. Weeks in Year.	No. Recitations Weekly.	Date of Last Inspection.	TEACHERS.						NO. OF TERMS' WORK ACCREDITED.										NO. TERMS' WORK IN COURSE.												
							No. prepar'd in						Greek.	Latin.	French.	German.	English Literature.	History, Civics.	Algebra.	Geometry.	Science.	Miscellaneous.	Total.	Greek.	Latin.	French.	German.	English.	Literature.	History, Civics.	Algebra.	Geometry.	Science.	Miscellaneous.	Total.
							Graduate	Non-G.	College or University	Graduate	Non-G.	High School																							
1 Ackley.....	10-99	99-00	4	36 4	4	12-97	2	..	..	..	..	..	..	..	..	6	5	4 1/2	4 1/2	4 1/2	6	1	39	..	12	..	..	6	4 1/2	5	5	7 1/2	1	48	
2 Adel.....	11-99	99-00	4	36 4	4	12-98	4	..	..	..	..	..	..	..	..	9	5	4 1/2	4 1/2	4 1/2	8 1/2	2	39	..	12	..	..	6	4 1/2	4 1/2	5	7 1/2	5	49	
3 Albia.....	10-99	99-00	4	36 4	4	5-98	..	..	..	..	..	..	..	..	..	6	6	4 1/2	4 1/2	4 1/2	11	4	34	..	12	..	..	6	4 1/2	4 1/2	10	4 1/2	49		
4 Algona.....	12-99	99-00	4	36 4	4	3-97	..	..	..	..	..	..	..	..	..	11	5	4 1/2	4 1/2	4 1/2	11	1	37 1/2	..	12	..	..	6	4 1/2	4 1/2	6	12 1/2	7 1/2	48	
5 Ames.....	12-99	99-00	4	36 4	4	2-99	..	..	..	..	..	..	..	..	..	6	8	4 1/2	4 1/2	4 1/2	6 1/2	4	36 1/2	..	12	..	..	6	4 1/2	4 1/2	13 1/2	7 1/2	48		
6 Anamosa.....	11-99	99-00	4	36 4	4	5-98	..	..	..	..	..	..	..	..	..	3	5	4 1/2	4 1/2	4 1/2	6	4	32 1/2	..	12	..	..	6	4 1/2	4 1/2	7	11 1/2	5	48	
7 Atlantic*.....	11-99	99-00	4	36 4	4	-96	..	..	..	..	..	..	..	..	..	..	6	5	..	..	..	..	..	40 1/2	..	12	..	..	6	4 1/2	4 1/2	7	11 1/2	7	48
8 Bedford*.....	2-00	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	6	4 1/2	4 1/2	4 1/2	..	..	..	..	..	..	..	..	..	..	..	..	..	
9 Boone.....	10-99	99-00	4	36 4	4	3-99	..	..	..	..	..	..	..	..	..	..	5	5	4 1/2	4 1/2	4 1/2	..	..	..	..	..	..	..	..	..	..	..	..	..	
10 Britt.....	1-00	99-00	4	36 4	4	3-97	..	..	..	..	..	..	..	..	..	..	5	5	4 1/2	4 1/2	4 1/2	..	..	..	..	..	..	..	..	..	..	..	..	..	
11 Brooklyn.....	1-00	99-00	4	36 4	4	3-98	..	..	..	..	..	..	..	..	..	..	5	5	4 1/2	4 1/2	4 1/2	..	..	..	..	..	..	..	..	..	..	..	..	..	
12 Burlington*.....	11-99	99-00	4	36 4	4	4-99	..	..	..	..	..	..	..	..	..	..	5	5	4 1/2	4 1/2	4 1/2	..	..	..	..	..	..	..	..	..	..	..	..	..	
13 Carroll.....	11-99	99-00	4	36 4	4	11-98	..	..	..	..	..	..	..	..	..	..	5	5	4 1/2	4 1/2	4 1/2	..	..	..	..	..	..	..	..	..	..	..	..	..	
14 Cedar Falls*.....	10-99	99-00	4	36 4	4	..	..	..	..	..	..	..	..	..	..	..	5	5	4 1/2	4 1/2	4 1/2	..	..	..	..	..	..	..	..	..	..	..	..	..	
15 C'r Rapids. Class.	10-99	99-00	4	36 4	4	-94	..	..	..	..	..	..	..	..	..	..	6	4 1/2	4 1/2	4 1/2	6	..	43 1/2	..	12	..	..	6	4 1/2	4 1/2	6	13 1/2	1 1/2	48	
16 Centerville. Class.	1-00	99-00	4	36 4	4	..	..	..	..	..	..	..	..	..	..	..	5	4 1/2	4 1/2	4 1/2	11	1 1/2	43	..	6	..	..	6	4 1/2	4 1/2	9	13 1/2	3	48	
17 Charles City. Lat.	10-99	99-00	4	36 4	4	5-97	..	..	..	..	..	..	..	..	..	..	6	4 1/2	4 1/2	4 1/2	9	3	27 1/2	..	12	..	..	6	4 1/2	4 1/2	7 1/2	9	10 1/2	3	48
18 Charles City. Lat.	10-99	99-00	4	36 4	4	11-99	..	..	..	..	..	..	..	..	..	..	6	4 1/2	4 1/2	4 1/2	10 1/2	4	35 1/2	..	9	..	..	6	4 1/2	4 1/2	7 1/2	7 1/2	4 1/2	48	
19 Charles City. Eng.	10-99	99-00	4	36 4	4	..	..	..	..	..	..	..	..	..	..	..	6	4 1/2	4 1/2	4 1/2	6	1	35 1/2	..	9	..	..	6	4 1/2	4 1/2	7 1/2	4 1/2	4 1/2	48	



FULLY ACCREDITED LIST—CONTINUED.

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FULLY ACCREDITED LIST—CONTINUED.

Date of Application.	Date of Course of study.	No. Years in Course	No. Weeks in Year.	No. Recitations Daily.	Date of Last Inspection.	TEACHERS.						NO. OF TERMS' WORK ACCREDITED.											Total.
						No. prepar'd in			No. of Reg. H. S. Teachers	No. of Special Teachers.	No. of Teachers below H. S.	Greek.	Latin.	French.	German.	English Literature.	History, Civics.	Algebra	Geon	Science.	Miscellaneous.		
						College or University.	State Normal School.	High School														Non-G. or Academy.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
93	Sioux City, Ia. Lat Sc.	10-99	99-00	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
	Lat Sc.	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
	Eng Ger.	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
94	Spencer	...	99-00	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
95	Storm L. Lat Sc	1-00	99-00	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
	Eng. Sci.	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
96	Stuart*	11-99	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
97	Taylor's Tp. Lat	11-99	99-00	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
	Taylor's Tp. Eng	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
98	Tipton	11-99	99-00	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
	Sci	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
99	Traer Lat	1-00	99-00	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
	Eng.	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
100	Villisca*	10-99	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
101	Vinton*	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
102	Washington*	10-99	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
103	Waterloo E. Lat.	10-99	99-00	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
	Eng	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
104	Waterloo W. Lat	10-99	99-00	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
	Eng.	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
105	Waukon	1-00	99-00	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
	Lat.	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
	Eng	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
106	Waverly*	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
107	Webster City*	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
108	W. Liberty Lat	10-99	99-00	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36
	Sci	...	...	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36	4	36

GROUP 1.

109	Williamsburg.	10-99	99-00	4 36	3†	3-96	2	1	...	...	...	3	5	...	9	...	4 1/2	7	...	7	...	4 1/2	1 1/2	6	7	...	7	...	4	39	
110	Cedar Vall' Sem *Osage.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
111	Chas. C. Col., Pr	99-00	...	3 36	4	...	...	...	...	...	...	...	...	...	3	9	...	1 1/2	6	3	7 1/2	...	1 1/2	3	6	3	7 1/2	...	...	36	
112	Decorah Inst'.	1-00	...	...	...	...	2	1	...	1	...	5	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
113	Denison Normal School*	2-00	...	...	...	11-98	3	1	...	...	...	4	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
114	Dexter Nor. Lat	11-99	99-00	4 40	4	12-98	2	1	...	1	...	4	1	...	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	52 1/2
115	School... Eng	...	...	4 40	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	53
116	Epworth... Sem *	11-99	...	...	...	...	3	2	1	...	...	6	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
117	Howe's Acad.*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
118	Mt. Pleasant	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
119	Iowa City Acad*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
120	Michigan Mil'try Academy*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
121	Orchard L. Mich	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
122	Sac City In. Class	11-99	99-00	4 36	3†	2-99	3	1	...	...	...	5	2	...	6	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	39
123	Philos	...	...	4 36	3†	...	...	...	...	...	...	...	...	...	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	39
124	Sci.	...	...	4 36	3†	...	...	...	...	...	...	...	...	...	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	39
125	Urban Shradr.	11-99	99-00	3 37	4	...	2	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	36
126	Academy	...	...	3 37	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	36
127	Washington Ac.*	...	...	3 37	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	39
128	Whittier College*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
129	Wilton Ger. Class	99-00	...	4 36	4	...	...	...	...	...	...	...	...	...	6	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	48
130	Eng. College Sci	...	...	4 36	4	...	...	...	...	...	...	...	...	...	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	48
131	Preparatory Eng	...	...	4 36	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	48
132	Woodbine Nor- mal School	1-00	99-00	4 39	4†	3-99	2	1	...	...	...	3	1	...	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	55

\* No new data.  
† Plus.









LIST OF CHANGES AND ADDITIONS SINCE LAST REPORT.

NAMES OF SCHOOLS FULLY ACCREDITED. 1900-01.	Date of Last Report.	Date of Course of Study.	No. of Years in Course.	No. of Weeks in Year.	No. Recitations Daily.	Date of Last Inspection.	TEACHERS.						NO. P-EP'Y CREDITS ALLOWED.										NO. OF TERM'S WORK IN COURSE.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
							No. Prepaid in						No. of Special Teachers.	No. of Teachers below H. S.	Greek.	Latin.	French.	German.	English, including Literature.	History, Civics.	Algebra	Geometry, P. S.	Science, including Miscellaneous.	Total.	Greek.	Latin.	French.	German.	English.	Literature.	History, Civics.	Algebra.	Geometry, P. and S.	Science.	Miscellaneous.	Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
							Grad. College or University.	Grad. State Normal School.	Non-G. High School or Academy.	Non-G. Others.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
1 Avoca ..... Lat.	11-00 00-01		4	36	4	3-01	2																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															

TABULATION FOR FULLY ACCREDITED SCHOOLS FOR WHICH FIGURES WERE NOT GIVEN IN 1901.

NAMES OF SCHOOLS FULLY ACCREDITED. 1900-01.	TEACHERS.						NO. OF TERM'S WORK IN COURSE.												
	No Prepaid in						Greek.	Greek.	French.	German.	English.	Literature.	History, Civics.	Algebra.	Geometry, P. and S.	Science.	Miscellaneous.	Total.	
	Grad College or University.	Grad State Normal School.	Grad High School or Academy.	Non-G.	Non-G.														
Date of Last Report.	Date of Course of Study.	No. of Years in Course	No. of Weeks in Year.	No. Recitations Daily.	Date of Last Inspection.	Grad	Non-G.	Grad	Non-G.	Non-G.	Non-G.	Non-G.	Non-G.	Non-G.	Non-G.	Non-G.	Non-G.	Non-G.	Non-G.
1 Atlantic .....	11-00-00-01	4	36	4	11-00	5													
2 Bedford .....	2-0-00-01	4	36	4	5-17	5													
3 Cherokee .....	11-00-00-01	4	36	4	5-09	5													
4 Corning .....	1-01-00-01	4	36	4	5-09	5													
5 Iowa City .....	2-0-00-01	4	36	4	3-07	5													
6 Iowa Falls .....	1-01-00-01	4	36	4	5-09	5													
7 Knoxville .....	1-01-00-01	4	36	4	5-09	5													
8 Le Mars .....	11-00-00-01	4	36	4	5-09	5													
9 Marshalltown .....	11-00-00-01	4	36	4	5-09	5													
10 McGregor .....	3-01-00-01	4	36	4	5-09	5													
11 Moline, Ill. ....	2-01-00-01	4	36	4	5-09	5													
12 Montezuma .....	11-00-00-01	4	36	4	5-09	5													
13 Nevada .....	11-00-00-01	4	36	4	5-09	5													
14 New Hampton .....	3-01-00-01	4	36	4	5-09	5													
15 Newton Gen. Lat	11-00-00-01	4	36	4	5-09	5													
16 Osceola .....	11-00-00-01	4	36	4	5-09	5													
17 Rockford .....	1-00-00-01	4	36	4	5-09	5													
18 Stuart .....	11-00-00-01	4	36	4	5-09	5													
19 Vinton .....	11-00-00-01	4	36	4	5-09	5													
20 Washington .....	11-00-00-01	4	36	4	5-09	5													
21 Waverly .....	1-01-00-01	4	36	4	5-09	5													
22 Webster City .....	2-01-00-01	4	36	4	5-09	5													
23 Charles C. Col Pr	11-00-00-01	4	36	4	5-09	5													
24 Howe's Academy	1-01-00-01	4	36	4	5-09	5													
25 Iowa City Academy	12-00-00-01	4	36	4	5-09	5													
26 Mich. Mil Academy	100-01-01	4	36	4	5-09	5													





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# **CHAPTER XI.**

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## **REPORTS FROM COUNTY SUPERINTENDENTS**

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### **THE EDUCATIONAL OUTLOOK.**

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## REPORTS FROM COUNTY SUPERINTENDENTS.

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### THE EDUCATIONAL OUTLOOK.

In order that we might set forth the educational work of each county, the opening year of the new century, a request was made to the county superintendents for a statement of not more than five hundred words embodying remarks on supervision, institutes, associations, course of study, teachers, libraries, consolidation of districts, educational needs, and other topics.

Of the ninety-nine county superintendents, sixty-six submitted articles.

Remarks on "Consolidation" have been omitted here, since the subject is covered elsewhere in this report.

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### ALLAMAKEE.

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#### L. BELLS, COUNTY SUPERINTENDENT.

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One of the greatest educational needs of our county is some means of securing a more general attendance in the rural schools. This lack of attendance defeats, in a measure, the very object for which our public schools are maintained. I am convinced that consolidation of the township into one or two schools is the remedy for this great need.

Another great need is, better qualified teachers in the science of teaching. The time *has come* when every teacher should be trained for his work before being licensed to teach. This fact is too plain to admit of argument.

Our normal institutes furnish excellent opportunities for training teachers, but the time is too short to accomplish much. I am pleased to note the great advancement in our system of normal institute work. It was my privilege to be county superintendent when the first teachers' institute was held in this county, and it is gratifying to witness the progress from no system until at present they have become a source of inspiration to our teachers as well as a means of acquiring a fair knowledge of the art of teaching.

I sincerely hope that the great state of Iowa will soon realize the injustice of requiring the poorly paid teachers of the state to bear the burden of maintaining the institute fund.

Our sister state—Minnesota—generously lifts this, and pays the entire expenses of a four weeks' session annually.

We hope the angel of justice and mercy may lead our legislators to act more generously in the support of normal institutes.

I highly commend the plan of the Department of Public Instruction furnishing the course of study for the rural schools. It is an excellent means of unifying the school work, and at the same time aiding the teacher to accomplish the most effective work in the least time.

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AUDUBON.

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ARTHUR FARQUHAR, COUNTY SUPERINTENDENT.

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Under the New Library Law libraries have been established in all of the townships but one in the county. Much interest has been taken in the libraries and reports from the teachers show that the books are being largely read by the children of the county. Good book-cases have been placed in some of the schools and an effort will be made to supply them all in the near future.

The Revised Course of Study has been placed in all the schools of the county, and is being followed as closely as possible by the majority of the teachers.

In the past year Teachers' Associations have been held in the center schoolhouses in the different townships with very satisfactory results. School officers and patrons of the schools have attended these meetings and better results have been obtained than by holding the meetings in the towns of the county.

The greatest needs of the schools are more teachers who are thoroughly prepared for their work. These can only be obtained by paying salaries that will enable the teachers to prepare themselves and be an incentive to make teaching a life work, instead of teaching only long enough to secure something else that is more profitable. Twenty per cent of the experienced teachers quit the work each year and their places must be filled by those who have had no experience and little or no preparation for teaching.

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BENTON.

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A. K. RIFE, COUNTY SUPERINTENDENT.

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We, in Benton county, for the past three and a half years, have been very active in the endeavor to raise the educational sentiment, to secure a more proficient classification of the rural schools, to give the rural schools a better supervision, to raise the teaching force, and in general to improve our system of public instruction. In this endeavor we have been in a very marked degree, successful.

First, we inaugurated the interest of the teachers by organizing a "Teachers' Association of the county" and held monthly educational meetings in

each of the ten districts into which the county is divided. These meetings were the means of arousing the interest of the district officers and the patrons. These additional interests were the occasions which afforded the opportunity for a round table discussion of all points of discord and the many petty annoyances that enter all school work. These discussions threw much light on the subject of education and all were filled with an inspiration to go at the work with more earnestness than ever before. In this way we demonstrated the meaning of the oft repeated maxim, "United we stand," as never before realized. We have not only stood but have made great strides in an upward progress of the educational sentiment in Benton county. And now the prevailing sentiment of the people of the county is to have the pupils of the rural schools complete the public school course. It is done in this manner: When pupils finish the common school course, or the first eight years of the public school course they are expected to take an examination prepared and given by the County Superintendent. All pupils who pass a satisfactory examination are granted a common school diploma. This diploma entitles the pupils to enter the high schools of the county. In this way pupils are enabled to complete the public school course.

We have reason to be pleased with the results of our efforts to secure a better classification of the rural schools. Now at the close of each term of school a classification report taken from the classification register is sent to the County Superintendent that he may be able to know something of the classification of every school in the county. These reports have been verified by both the approval of the sub-director and the County Superintendent in his tour of inspection and visitation. This betterment of the classification of our schools has aided very materially in imparting knowledge in a more systematic and thorough manner. The time is now here when the school is classified and every teacher is following, so far as practicable, the course of study as found in the hand-book for Iowa schools.

The Superintendent has personally inspected the work done in each school once a year and in many of the schools two or three times within a year. This personal contact with the teachers enabled the superintendent to impress upon the minds of the teachers in a direct way that a school to be well taught must be well governed; must have a careful and systematic arrangement of study and recitation hours; have a definite plan; keep the pupils pleasantly and busily employed with work; and provide instruction as well as training in habits of care and industry.

Our teachers are better equipped to take up the very important work of instructing the young. Many of our teachers are graduates of the State Normal and many more have attended this excellent school for teachers two or three terms. The teachers of this county realize that it is their duty to give this work their best efforts, which they are doing in an admirable manner. We realize that it is in the educational world as in the industrial and commercial, demands are enlarging, therefore greater educational facilities are needed to supply this greater demand. Teachers, school officers and patrons have done nobly in keeping the wheels of progress turning in the great and mighty factory of mental and moral instruction.

**BLACK HAWK.**

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**C. E. MOORE, COUNTY SUPERINTENDENT.**

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The educational outlook in Black Hawk county is in keeping with the development of other lines of progress. The following are some of the causes of this development, and are indicative of its progress in the future. Black Hawk county contains within her borders one of the greatest educational centers of Iowa. In a measure, the Iowa State Normal School belongs to the entire state, yet its inception is due to the pluck and energy of the citizens of Black Hawk county, who point with pride to its growth and development. With its faculty of fifty-one members and a student body of two thousand seventeen, not counting students enrolled in the preparatory and training school, the State Normal School wields a power and an influence in the educational affairs of the county and state that cannot be estimated.

There are four accredited high schools in the county enrolling over eight hundred students. Eighty-six students graduated from these high schools in the year ending June 12th, 1901. It is only necessary to state that in the year 1900 there were ninety-two high school graduates teaching in the public schools of Black Hawk county, to show the appreciation by the public, of the work done in the high schools. Many of these high school graduates are inspired by their course of training in the high school, to continue their studies in the higher institutions of learning. There are eighty-seven rooms in the graded schools of the county, enrolling four thousand one hundred and fifty-nine pupils, and one hundred and thirty-six rural schools enrolling six thousand and three pupils. The average term of school per year in the county is eight and one-tenth months. Many of the rural schools are well equipped with all the modern apparatus necessary for carrying on a successful school. The county normal institute is a strong factor in building up a successful corps of rural school teachers. The attendance for the year 1901 was one hundred eighty-eight. The institute is divided into four divisions. Both academic and inspirational work is done. All were unanimous in their testimony of the value of the training and help received. The summer schools at the state normal school and the Waterloo business college do most excellent work for the teachers of Black Hawk county.

Libraries are being established in every school. The increase in the number of books in the libraries of the county for the year 1901 was one thousand one hundred and fifty-seven volumes.

A course of study is followed in the rural schools and pupils graduating therefrom receive a diploma from the county superintendent.

The educational motto for Black Hawk county is, "onward and upward."

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**BUCHANAN.**

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**B. C. LILLIE, COUNTY SUPERINTENDENT.**

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The children of the country are entitled to the same educational advantages as the children of the city, and the community that fails to give them is assuming a fearful responsibility.

I have not space to enumerate the weaknesses of the rural school but I wish that you could bear and feel and see and know what any conscientious county superintendent has felt and known. I wish that you could understand how ill prepared are a large percentage of our rural school teachers. I wish you could understand how large a percentage of our rural school pupils are not students, for we do not want our schools to make scholars so much as we want them to make students, students who have had aroused in them the desire for, and the power to acquire, knowledge.

I believe in managing school affairs, with the least possible friction consistent with business principles, but when it comes to allowing glaring defects to endure for fear of displeasing some one; I say, never! It is our duty to go out amongst the people and tell them the truth, the whole truth, and nothing but the truth; preach the doctrine of better schools; expose their weaknesses, appeal to the judgment; drive out the demons of selfishness and prejudice that have blinded the parents to the rights and needs of their children; then, and not till then, will the people demand better schools; then, and not till then, will the boards of directors demand better teachers, and pay salaries commensurate with their earning capacity.

When I visit some of the rural schools, and see the teachers at work, I feel like crying, "Lord, Lord, be merciful!" and still I am powerless to remedy the fault, for these poor teachers are licensed, simply because it is utterly impossible to find enough good ones. The cause is clear; it is a stern fact that salaries paid will not warrant the expense of a thorough training. It is far back we must look for the beginning of our troubles. The electors fail to realize their responsibility, when they choose school officers; and school officers fail to realize their responsibility when they choose teachers. They fail to distinguish the difference in value between good work and poor work; in fact, success is often condemned, and failure rewarded. Oh! that I could impress upon their minds the true picture of an ideal teacher, with a realization of her true worth; this, I believe, would cause them to demand a better class of teachers and begin to search for a way to manage school affairs which would enable them without burdensome taxation to pay salaries that would warrant thorough preparation for the work. The loose business methods of a majority of school boards is responsible for their inability to pay decent salaries because of the unwarranted continuance of schools with small attendance. By giving at least thirty pupils to a teacher the average county could get along with one-half the number of teachers required at present, and would thus be enabled to pay much better salaries and give better results.

I doubt if there is a place in Iowa where it is impossible to assemble thirty pupils, and I know there are hundreds of places where enough can be assembled to organize a good graded school. This means better salaries, longer recitations, and thorough work. A township governed by three directors elected at large, will hasten this movement. On account of its environment the country graded school is the ideal one; we must convince the people of this fact, and then they will use their best efforts to overcome the difficulties of transporting pupils instead of working to put obstacles in the way of the movement. I would send a message to the farmers of Iowa to give the boys and girls the educational advantages to which they are entitled. Bring graded and high schools within the reach of the home of

every Iowa child so that they can secure a good education and still be surrounded by home influences and thus avoid needless temptation.

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### BUENA VISTA.

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J. E. DURKEE, COUNTY SUPERINTENDENT.

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While a condition of healthy growth prevails in the schools of Buena Vista county, there is still much to be desired in the way of better teachers, better school houses, and better equipment. The present system of supervision is very defective, leaving as it does the entire responsibility to the county superintendent, whose time must be largely occupied with office work.

The two or three visits a year which he is able to give each school hardly deserves the name of supervision.

Considerable progress toward a better public sentiment has been made in the rural districts by educational meetings. At these meetings are discussed such subjects as "School Room Ventilation," "Co-operation of Parent and Teacher," "Proper Lighting and Heating of the School Room," etc. As these meetings are very generally attended by parents, they have been instrumental in removing much of the prejudice and suspicion which so often exist in the rural districts against teachers and modern methods.

The new law establishing libraries in every rural school is working satisfactorily. While the amounts appropriated by school boards have been small the law has awakened great interest among teachers and patrons, who have raised large sums of money by means of "sociables," "exhibitions," and private donations—amounting in all to nearly \$2,000 during the last year. Since these libraries are open to parents as well as pupils they will not only result in broader methods of study, but will have an elevating influence on the entire community.

Buena Vista county is suffering from the prevailing scarcity of competent teachers. The remedy, and the one school boards are slow to apply, is a general advance in teachers salaries. This would enable the County Superintendent to enforce more rigid requirements for certificates, as it would call into the work a class of teachers who could afford to make teaching a profession. At present with the great majority, teaching is a mere "stepping stone" to something better paid.

An effort is being made to secure a better enforcement of the course of study prepared by the state department. In many schools the multiplicity of classes resulting from a loose grading of the pupils makes the introduction of better methods almost impossible.

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### BUTLER.

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H. B. AKIN, COUNTY SUPERINTENDENT.

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Butler county is advancing educationally, steadily but slowly. Among the conditions existing which prevent a more rapid advancement may be men-

tioned the following: A lack of well qualified teachers, a lack of co-operation between teachers and patrons, and a lack of interest in some of the schools themselves, on account of the small and irregular attendance.

Efforts have been made and are being made to better these three conditions. To remedy the first, a county summer school has been held for the past three years. The work is outlined by the County Superintendent who has general oversight of the work, but does little of the teaching. The average attendance for three years past has been about sixty-eight. No special inducement is held out to teachers to attend this particular school other than that the work is planned to suit their particular needs, and that the expense is not so great as to go elsewhere for a review. The requirements for teachers' certificates are gradually being raised, and teachers who need more study to meet those requirements, understanding that the Normal Institute offers little opportunity to prepare for the examination, quite generally take advantage of the summer months for review work, and we begin to see marked advancement. Quite a number attend the summer term at the Iowa State Normal at Cedar Falls. To secure a better acquaintance and co-operation of teacher and patron, teachers are urged to visit patrons, to become acquainted with the environment of the child, to advertise and invite inspection of their work. A number of teachers and patrons meetings have been held and subjects of interest to both teachers and patrons have been discussed and we believe they have been productive of much good. Consolidation of districts, it would seem, is the remedy for small and consequently uninteresting schools.

The Butler County Institute is well attended, usually as many attend as the entire number of teachers required for the whole county. The work in the Institute is largely professional. The schools of the county are one hundred and forty-six (146) in number; eight graded, employing forty-seven teachers and one hundred and thirty-eight rural. The county is organized for association purposes. We have a County Association, with the County Superintendent as chairman, and three district organizations. Two county and five or six district meetings are held each year. The interest manifested in these meetings during the last two years is a hopeful sign. A year ago much prejudice existed in rural communities against the library law, but it has been largely overcome and officers do not need much urging to comply, another hopeful sign.

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#### CALHOUN.

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W. R. SANDY, COUNTY SUPERINTENDENT.

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Calhoun county maintains 135 rural schools, and seven town or city schools, requiring 187 teachers in all. There are 6,070 persons of school age, and an enrollment of 5,010. The school year averages about eight months, being divided as follows: Two months fall, four months winter, and two months spring.

We have the township plan with sub-districts, there being no rural independent districts in the county.

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The salaries paid teachers in the rural schools are rather low, ranging from \$25 to \$35 per month. The tendency is upward.

The requirements for certificates are being gradually raised; this, with the advance in salaries, is causing the teachers to make better preparation. Institutes are held annually, generally of two weeks duration, occasionally a four weeks summer school is held just preceding institute. The attendance at institute and summer school is good. Both accademic work and methods are given.

We have a County Teachers' Association which meets twice each year; we also have an occasional district meeting.

About three and one-half per cent of the teachers at work in the county are college graduates, nine per cent normal school graduates, thirty per cent high school graduates. About eighty-two per cent of the teachers of the county are women.

The state course of study is used in most of the rural schools of the county with good results.

We do not have county uniformity of text-books. Each school corporation adopts books for its own use.

Manson and Rockwell City have free text-books. The plan seems very satisfactory.

About one-fourth of the rural schools have good libraries, containing from fifty to 200 volumes; the remainder have small libraries. During the past year especial attention has been given to libraries. In order to stimulate an interest in rural school libraries a generous man made an offer to donate \$200 for library purposes, to be given in prizes consisting of a \$30 prize, a \$20, and fifteen \$10 prizes. The prizes to go to the districts that raise the greatest amount for their school library, no school to receive a prize unless they raise as much as the prize. The prizes to be given in books, selected by a committee consisting of the county superintendent and two principals. As a result of this offer over \$800 was raised. This amount, together with the \$200 prize money, and \$300 set aside by the school townships, has enabled us to add about 3,000 volumes to the rural schools of the county the past year.

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### CEDAR.

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AURORA GOODALE, COUNTY SUPERINTENDENT.

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One of the educational needs of this county is co-operative work among the schools. Although the rural schools have the same course of study as a basis, each works almost independently of all the others. One means of correcting, or at least of modifying this, is for teachers to meet often and interchange ideas and plans.

A special effort has been made during the year to increase the interest in our county teachers' association. Practical topics were chosen and papers and discussions have been interesting and helpful.

We are very grateful to President MacLean and Dr. Bolton, of the State University of Iowa, for the excellent lectures delivered before the association; also, to Professor Harris, of Cornell college, for the pleasure which he conferred by his recital.



Another feature of the teachers' meetings was class recitations by primary pupils, conducted by their teachers.

In order to give teachers an opportunity for better preparation and for improvement in methods of teaching, a three weeks session of the Cedar County Normal Institute was held. The interest was good from the beginning to the close and there was excellent work done by instructors and teachers.

The institute was very fortunate in being able to secure Pres. H. H. Seerley, of the State Normal school, for three addresses. Superintendent S. K. Stevenson, of Iowa City, gave a lecture that was instructive and entertaining. Many teachers expressed themselves as greatly benefited by the institute.

Of late the thought has come forcibly that the summer normal is inadequate to meet the present needs.

For those teachers who lack preparation in the subjects which they are required to teach the session is too short.

To those who have given years to the work of teaching, the normal is an oft-repeated story.

Several counties have one week in the spring devoted to lectures by leading educators.

It seems that it would be a wise plan to let this one week stand for the institute work of the year. Then encourage as many as possible to attend a good summer school.

Many teachers now attend the summer school instead of the county institute, because they can accomplish so much more at the former.

Yet their non-attendance weakens the institute to a certain extent.

The library books purchased under the new law are well liked by the schools that have them. Not all of the districts have as yet complied with the law.

Parents want the best that can be procured for their children and when they are able to see the many advantages that consolidation offers, they will doubtless take steps towards centralizing the schools.

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### CERRO GORDO.

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P. O. COLE, COUNTY SUPERINTENDENT.

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The essential thing in a school and to make a school is the teacher. Other very necessary articles for the equipment may be missing but where you find a true teacher at the head, the school will be a success; but, on the contrary, supply the school room with all the latest charts, maps and helps that could be asked, replace the true teacher with one who is not adapted to the work and you will find an unsuccessful attempt at teaching school.

The teaching force of Cerro Gordo county is quite strong for it is composed largely of teachers who are alive, active and energetic.

The professional spirit is manifest to quite an extent in some instances and good interest is shown in educational meetings.

A goodly number of teachers now engaged have taken special training in the State Normal School at Cedar Falls, and many others are at present in

attendance there. We also have a number of graduates from the Nora Springs Seminary working with us.

These facts with many other things show a decided tendency toward self-improvement and a desire to become more efficient in their chosen work. The one great drawback in the teaching profession is the constant change of teachers from year to year. Among two hundred applicants for certificates in this county this fall, over thirty were beginners who have no experience or special training for the work and must necessarily go out to experiment upon the innocent youth. And it must needs be that these young teachers are given work for nearly the same number of experienced teachers of the past year have dropped out of the work; therefore the places must be filled by aspiring young students.

The matter of consolidating the rural schools into one township school has not been agitated sufficiently to effect very great results and no township in the county has taken a vote on the proposition yet. It has been discussed some recently and the people and school officers now are beginning to take interest in the question and talk it among themselves. From all appearances the matter of consolidating rural schools into fewer and better ones is growing in favor in Cerro Gordo county.

During the past few years a number of schools adjoining a city or town independent district have been closed and the children taken into the town school. In each case the school township paid tuition for those pupils and in some instances they have paid both tuition and transportation.

The new library law was generally complied with throughout the county and some library books were placed in nearly every school house. This seemed to stimulate the library movement in general and many districts raised sufficient money, by socials and otherwise, to purchase a large number of books. In addition to this three township boards have purchased a set of encyclopedias for each school in the township. At present there are three thousand three hundred (3,300) volumes in the school libraries of the county. Many of the boards also have secured neat oak book cases for the preservation and safekeeping of the books.

The school buildings in the rural districts are in a fair condition although very few of them are modern buildings. Only thirteen out of one hundred and thirty are built after the modern style of architecture.

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### CLARKE.

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BERTHA HOWARD, COUNTY SUPERINTENDENT.

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The schools of Clarke county show a gratifying tendency toward improvement. This tendency may be traced in many ways, but is most noticeable, perhaps, in the evident purpose of teachers to secure a better equipment for their work. Many are seeking professional training while others are striving to strengthen their scholarship by home study. The normal institute of 1901 will be remembered as one of the most satisfactory in the history of the county. Teachers were attentive and alert, responding most heartily to the enthusiasm of instructors, and eager for suggestions which they might adapt to their own needs.

The new library movement meets with great favor on the part of a large number of teachers. The contagion of their influence is being felt and the interest in this subject bids fair to be general. How to enlist the co-operation of patrons in the work of the library and how to use the books to the best advantage are topics of frequent discussion in our teacher's meetings, and prove to be highly popular. The friends of the movement are zealous and earnest and their number increases daily. We have reason to expect good results from our new libraries.

Many districts are compelled to employ poor teachers, and in many instances it is something of a problem to get the smaller children to and from school. The advantages of consolidation have been forcibly presented at teacher's meetings during the year, and a special effort has been made to secure the attendance of school officers on these occasions. The idea is gradually gaining ground. Many who opposed it at the first suggestion are now willing to admit that schools can be more carefully graded, that more efficient teachers can be obtained, and that the necessary apparatus of the schools may be provided at less expense than under the present arrangement. There are indications that some definite movement will be made in this direction in the near future.

The results obtained by the best teachers in our rural schools are such as to justify the assertion that the greatest need of our schools at the present time is a full corps of really competent instructors. Given an efficient teacher in every schoolhouse and other desirable conditions will surely follow, such as the co-operation of patrons, better buildings, better attendance, better text-books, and better supplies of every sort. Teachers must lead the way in arousing the sentiment that the best of everything is none too good for the humblest school in the land.

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### CLAY.

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MRS. ELLEN BUCK, COUNTY SUPERINTENDENT.

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Clay county has 154 schools and although the work in some is not what we might wish it were, on the whole we think they will compare favorably with those of the surrounding counties.

A scarcity of teachers for the past three years has made it necessary to send out a large number of young teachers and while they are hard working, conscientious, young people they lack experience in the management of schools.

The wages paid and the length of the school year varies in the different townships. The least paid any grade in summer is \$23 per month and the most in winter \$36. Six months school during the year is the least and nine months the most reported by any township.

Our school houses are kept in better repair than ever before and nearly all are well supplied with apparatus. Many of the yards have been fenced and trees planted, but on account of the extreme heat and lack of moisture a number of trees have died.

Our normal institute was not as largely attended this year as formerly but what it lacked in numbers was made up in interest.

We have this year adopted a uniform system of text-books for use in the schools and hope for better things in the future.

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### CLINTON.

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G. U. GORDON, COUNTY SUPERINTENDENT.

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In a county like Clinton, supervision is practically a misnomer. The most remote school from the county seat is fifty miles. There are 180 schools that should come under the careful supervision of the county superintendent and with the great distance taken into consideration and with the unstability of the tenure of the country school teacher, supervision is of but very little value. If supervision is of value, visits must be frequent and of such duration that teachers may be inspired and taught to apply educational principles. This cannot be done in a few minutes and at extended intervals. It may only be accomplished when teachers forget the superintendent's presence and the pupils are natural. These come only by association. A superintendent is not supervising when he appears as a detective to find weaknesses. He should be an encouragement to the strong, a staff to the weak and an inspiration to all. Under the present duties of the county superintendent, he is an expert accountant, a lawyer, a judge, a jury, a cure-all for school ills, a teacher, a supervisor, an examiner and a politician. That supervision may be efficient in this county, the office of county superintendent must be relieved of many of its present duties, the office raised to a professional instead of placed on a political level, the officer himself must have increased authority and given such assistance as will make his work effective.

The institute is the county superintendent's field in which he does the best work for the cause of education in his county. It is here that he enriches the course of instruction, elevates the standard of professional ideas, directs the professional studies of teachers, creates educational sentiment and enthusiasm, gives educational inspiration, may exemplify scientific teaching, and instructs teachers how they may organize, manage and control schools and properly care for the health, comfort, general culture, and moral elevation of the children. In Clinton county, the institute has been made professional and inspirational. Men and women of professional standing have been secured unvaryingly. The academic element has been removed. In one year's institute were found the professor from Chicago University; a teacher in the Teachers' College, Columbia University, New York city; a training teacher from Washington, D. C.; and a city superintendent and a grade teacher from our own Iowa schools. This mingling of broad educational ideas had a tendency to release the teacher from the cocoon into which she sometimes has a tendency to weave herself.

Clinton county needs more better trained teachers. However the past few years have marked a steady forward growth in this direction. Five years ago we had but seven or eight teachers in the state normal in an entire year. The past year fully forty have attended—twenty-three in one term. The number is constantly growing. It has been the policy of this office to recognize the fact that teachers attended the state normal. Many teachers have realized that the professional element of their work is just as important as the academic element and that there is a vast difference between teaching and knowing, and that an examination is not the ultimate end of education. The superior work of the normal trained teacher, however small the amount of training may have been, shows itself in her work. Directors are realizing the value of the excellent training in our state normal and teachers who have had this training have had no difficulty in getting the very best positions.

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### CLAYTON.

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C. J. ADAM, COUNTY SUPERINTENDENT.

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The Clayton County Institute was organized in 1874, with an enrollment of 169. In 1901 the enrollment was 244. The work of our institute is both academic and didactic. We are following the course of study prepared by the State and are getting excellent results. Our aim in institute work is to educate the teachers in the latest and most improved methods of instruction, and at the same time refresh their minds in the leading points of the various branches.

Teachers' associations have been organized in various parts of the county, and each section meets at least twice a year. These meetings are well attended by teachers, school officers, and patrons, and are looked upon by the teachers as a necessity.

Some years back no classification existed in any of our country schools. Pupils were allowed to pursue their studies as they thought best. No record was kept of their advancement and each succeeding teacher was compelled to reorganize the entire school. Now a classification register is kept in every school and the course of study prepared by the State is being carried out. Teachers are pleased with the plan and are giving it their hearty support. At the close of the winter term examinations are given to those who have completed the course of study and a diploma is awarded to all that pass an average of eighty-five per cent. The questions are prepared by the county superintendent.

Schools are in session from six to ten months in the year. Teachers salaries average from \$25 to \$40 per month in the rural schools, depending upon the qualifications of the teacher and the time of the year. Our attendance is not what we would like, but the teachers are making an earnest effort to obtain punctuality and regularity in attendance.

All the common branches are taught; also German, in some schools. Latin is taught in nearly all of our graded schools. Our teachers are as good as any in the State, and there is a growing interest in professional work.

Our school houses are generally frame, and are heated with stoves. In the new buildings that are being erected, an effort is being made at ventilation.

Nearly all boards in the county have complied with the new library law, and those that have not will comply this year. In addition to the libraries so established, many teachers have raised funds during the past year to add to these libraries.

We need the abolishment of the sub-district and rural independent district and make the township the unit of organization. The present organization fosters strife, jealousies and favoritism. I think the township system would do away with these troubles. We need more trained teachers. I think a normal department with each of our graded schools that has an enrollment of 200 or more, to educate those who intend to teach would give us a better class of teachers.

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### CRAWFORD.

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A. G. MYERS, COUNTY SUPERINTENDENT.

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We held, during the month of August, a very successful term of institute. Enrollment this year was 218. Percentage of attendance was good, and the interest was excellent.

Teachers' meetings in Crawford county are largely attended.

Our meetings are held on the district plan, there being six in number, with three meetings in each district. We hold two county meetings additional. We have the children's library, furnished by the state, and a teachers' library established. The former has found its place among the pupils of this county, as the latter will undoubtedly among the teachers.

The state course of study has been introduced, and is being used throughout the several school districts.

The reading circle is doing fair work in its line.

Many of our teachers have attended normal schools abroad, that they might be able to give the best in education for the money received. Crawford county turned out, from the Denison Normal school and the high schools, seventy-two graduates this year. With the Denison normal, the high schools, the teachers' meetings, the teachers' library, the children's library, the reading circle, the hearty co-operation of city superintendents with county superintendent, the general interest made manifested on the part of teachers and patrons, leads us to believe that Crawford county will rank with any of her sister counties throughout the state, and that the present (educationally speaking) is preparing for an excellent future.

## DECATUR.

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J. A. MCINTOSH, COUNTY SUPERINTENDENT.

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Good schools are the product of good teachers; and to have good schools we must increase the efficiency of our teachers. We adhere to the regulations now established in granting to girls seventeen and boys nineteen years of age, of good scholarship, in Decatur county, certificates to teach. Consequently we have a large number of boys and girls teaching because their scholarship is sufficient to permit the granting of the certificates. The age limit should be changed, raising the age of ladies to twenty and gentlemen to twenty-one, and strictly adhering to this regulation. To raise the age limit to twenty for women and twenty-one for men would secure vastly better teachers for our schools and encourage prospective teachers of our high schools and rural schools to better prepare for this important work.

Another serious defect of our present school system is the manner of hiring teachers for the rural schools. The school year is divided into three terms—fall term, two months; winter term, three to four months; and closing with a spring term of two months. Often teachers are hired for the short fall term, a different teacher for the winter and still another teacher for the spring term. Thus having three different changes in instructors, and all perhaps different in their methods of school work. As a result of thus dividing up the school year into three terms, directors order a “corn-shucking” vacation of two, three and sometimes four weeks at the close of the fall term, in order, it is claimed, to allow the larger boys to finish the fall work in time to attend the winter term, thus sacrificing the interests of many children for a few, and wasting the best time of the year for school work. Schools should begin in the rural districts the first Monday in September and continue regularly without more intermissions than are usually had by high schools.

We have also in Decatur county several small rural schools. In order to retain their school organization schools are maintained for a short time in the year. One such school has been discontinued and the pupils thereof sent to an adjoining district. Where pupils can attend adjoining districts with reasonable facility, we favor this plan, rather than transportation of pupils, as small districts may again soon have a large school population.

Instead of various teachers’ meetings in Decatur county, we have generally had one meeting at Leon, our county seat. Since Leon is centrally located, nearly all of the teachers of the county can attend these meetings and with as little inconvenience as at various towns. Teachers are greatly benefitted by these meetings, and much good has resulted to the educational interests of all schools.

Our county institute is also an important factor in making better teachers. We consider our Decatur county institute not surpassed for excellent results by any county institute. However, the institute should be more of a summer school and from two weeks of six days’ work should be extended into a summer school of four to six weeks’ length of term. We allow the teachers certain privileges for attending institute, and excuse them from taking the full examination for certificate.



The county superintendent can do a vast amount of good for the schools of his county, but educational changes and improvements in present methods come slowly, and the county superintendent scarcely has time in his brief term of two years to accomplish much in the way of reform or perfecting a system. The term should be lengthened to three or four years, that the superintendent might employ his time in working for the advancement of his schools, more than preparing for the contingency of a campaign for re-election for another short term when he is really free to use his own mind in matters wherein people may differ from him.

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### DES MOINES.

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HOWARD MATTHEWS, COUNTY SUPERINTENDENT.

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The same year of the Blackhawk purchase (1833), when the first section of country west of the Mississippi river now constituting a part of Iowa was thrown open to the white settlers, a schoolhouse was built at Shokoquon, now Burlington city. This was not only the first schoolhouse built in what is now Des Moines county, but Henry Sabin tells us in his book "The Making of Iowa," that it was the first regular schoolhouse erected within the present boundaries of our state. Although less than seventy years ago the dawn of the twentieth century finds that the public school system of our county has grown from that little one room log school house, presided over by Zadok C. Inghram, to its now ninety-eight modern and well kept school buildings containing 213 school rooms presided over by as many teachers who are well fitted for their work; twenty-one holding life diplomas; thirty, state certificates and many of the remainder the best grade of county certificates and who receive an annual salary of \$86,847.08.

The year 1900 finds us with a school population of 12,464; an enrollment of 7,733, and an average daily attendance of 5,628. Burlington, the county seat of Des Moines county, contains the finest free public library in the state. Last winter lists of books were made up from this library and placed in each of the city schools; these are changed at stated intervals, which gives the Burlington schools a free circulating library, besides this each school has a permanent school library, which in most instances is very complete. Complying with the new school library law fifty rural school libraries were established last year and 381 books placed upon their shelves.

Our Normal Institute enrollment at the last session numbered 176, much interest was manifested in all the branches of school work, but owing to the new music law a more than usual interest was centered in that subject. Besides our regular Normal Institute, we have the "Des Moines County Teachers' Association," and also the "City Teachers' Institute," both organizations for the advancement of education in our city and county. The members derive many good thoughts and much inspiration from attending these meetings.

We have no "School Officers' Association," but our school officers are good men and we believe fully realize the exceptional responsibility placed upon them by their fellow citizens.



There is much talk in our county concerning "consolidation" and "transportation" of pupils. The only place where it was put in practice was in Jackson township, where one conveyance was used last winter. I am informed they will have two this coming winter. It is too early to say what the outcome of this experiment in our county will be.

In my opinion the greatest educational needs of the county, especially in the country schools, are to more closely adhere to the course of study and give more attention to classification and gradation.

Taking it all in all we are proud of our schools and we believe "Redway and Hinman," when speaking of Iowa in their "Natural Advanced Geography" of date 1901, would have been justifiable to have included Des Moines county, when they said Burlington was noted for its schools and beautiful homes.

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### DUBUQUE.

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A. P. KRESS, COUNTY SUPERINTENDENT.

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In replying with your request for a report of the educational status of Dubuque county, it affords me pleasure to be able to state that a marked improvement has taken place within the last few years as to the qualifications of teachers, the character of school buildings, and school apparatus, and in the composition of boards of directors. The constant change of teachers which produced such deplorable results is no longer in favor.

Teachers who have shown marked ability in instructing, and tact in management are retained term after term to the advantage of the school and the community in general. Who can estimate the benign influence upon all the relations of life that is exerted by an able, conscientious teacher?

The establishment of school libraries has been received with marked favor, and I have observed with pleasure the eagerness of directors to consult with me concerning the purchase of wholesome literature which is doing so much to elevate the taste and to "bring in the kingdom of righteousness."

Higher education has gone on by leaps and bounds. Where formerly one or two entered college, there are now dozens. The University of Wisconsin, the University of Minnesota, Chicago University, Michigan University, LaFayette College, Pennsylvania, our own university and other noted institutions of learning are continually receiving their quota from this county. More and more are entering the State Normal School, in order to equip themselves more fully for the responsibilities devolving upon them as educators and leaders in all worthy causes.

In the institute the manual issued by the state department has done much towards unifying the work, and in setting up a standard of achievement.

The institute is becoming more and more a means of inspiration as well as a school of methods and an instrument for academic training. Much better work is done than formerly, as is evidenced by the intelligent discussions at the round table, and the enthusiasm that characterizes all the departments.

Meetings in the rural districts have done much to foster a healthy sentiment, and higher ideals in regard to education, while the bonds of sympathy have been strengthened.

We are thankful for what has been accomplished in the past, and look toward the future without any thought of fear and with very much of hope.

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FAYETTE.

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H. L. ADAMS, COUNTY SUPERINTENDENT.

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It seems very fitting that at the beginning of this great century we should record some of our achievements as well as some of our hopes and aspirations.

The awakening of the people, rural as well as town and city, to a desire for better things, educationally, is the one great evidence of our progress. Last year seventy-two boys and girls graduated from our rural schools, and fifty-one of these graduates are now enrolled in our high schools.

Last spring seven hundred eighty received "Certificates of Award" for being neither absent nor tardy.

The small school and the poor teacher are attracting a great deal of attention, which means that both must go.

Fayette county has two hundred forty places for teachers, one hundred seventy-two of which are rural and sixty-eight graded; nine thousand nine hundred twenty-nine pupils of school age, with seven thousand four hundred forty-seven enrolled in the public schools, of which three thousand two hundred twenty-three are enrolled in the graded and four thousand two hundred twenty-four in the rural schools, giving the grade teachers an average of forty-seven pupils each, and the rural teachers twenty-five each. We have twenty-nine schools with an average daily attendance of ten or less.

We have been told that the poor shall be with us always. Thus far the teaching profession has not disproved the statement.

There are a number of reasons why we have some inferior work among teachers:

I. Wages paid in the graded and rural schools have not been sufficient to induce enough bright young men and women to make thorough preparation to fill all the places open for teachers. Consequently, those who have prepared are snapped up, leaving the untrained and inexperienced to do the class of work requiring artistic skill of the highest type. Teachers should be certificated according to their ability and paid according to the grade of certificate they hold. Scarcity of teachers is accomplishing something along this line.

II. Until the teacher comes to see that teaching is more than hearing recitations, and that, wherever stationed, her best is required, she is beneath her calling and is sure to receive low wages.

III. Perhaps the main reason for having this artisan work is because county superintendents will license it and school boards will tolerate it. Demand often makes necessary the former, and inexperience, indifference or personal interests, the latter. The county superintendent can do much to improve conditions. He should have a personality and presence that will inspire patrons, school officers, teachers and pupils to attain unto better things. He must be practical. Institutes and teachers' associations will be largely what he makes them.

Our facilities for training teachers should be improved and applicants not specially trained should be prohibited from entering the work. One of the most serious defects in our rural school system is lack of organization. Our hand book for 1900 will do much along this line.

The library movement in Fayette county is an educational feature not to be ignored. Upper Iowa University at Fayette is about to lay the corner stone of a \$25,000 library building, a contribution from Andrew Carnegie through the efforts of Speaker Henderson and President Benton. Ex-Governor Larrabee has contributed \$26,000, part of which will be expended for books. Hawkeye has established a free public library, through the efforts of Charley Bopp, and every city, town, and rural school district in the county has a school library which is being added to annually by taxation, contributions and entertainments.

Teachers and school officers are exercising themselves to improve school houses, outbuildings and grounds. In new buildings now being erected, special attention is being given to lighting, heating and ventilating.

Oelwein's growing population has made it necessary for her to erect two new buildings recently, both brick and models in architecture and convenience.

Fayette has also recently dedicated a new brick building.

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## FRANKLIN.

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HARRY J. HENDERSON, COUNTY SUPERINTENDENT.

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The schools of Franklin county are generally in a very good condition. The boards of education of the several townships are composed of good men, and most of our teachers are possessed of that professional spirit which insures success in their school work. The graded schools are, at present, under very efficient management, and will compare favorably with schools of this class in any part of the state. Increased interest in the rural districts is shown by the efforts made in many of the districts to retain good teachers from term to term, and in the building of a much better class of school houses.

One of the most potent agencies for the bringing about of uniformity in school work throughout the county is the annual summer institute, supplemented by the teachers' associations. These institutes and associations are regularly attended by the most enterprising and successful teachers of the county.

Our schools need more good teachers, more earnestness, more enthusiasm, and a greater sense of responsibility in those connected with the educational work of the county. In some localities an improved state of opinion is needed among those who patronize the schools, a more intelligent acquaintance with their present condition, and a greater appreciation of their capabilities.

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GREENE.

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C. M. WILLIAMS, COUNTY SUPERINTENDENT.

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The people of Greene county are justly proud of their public schools. We have in the county 145 school buildings, employing 179 teachers, and expending last year over \$72,000 for the maintenance of the same.

The efficiency of our schools depends, largely, upon the proficiency of the teachers employed, and their willingness to conform to and carry out the requirements of the department of education of the county and state. In this our teachers are to be commended heartily. As a result our schools are well graded and the work is carried on systematically and effectively.

The hand-book for Iowa schools is in use, and classification registers are furnished by the county; also blanks are furnished that the teacher may report to the county superintendent, to the end that he may be in close touch with the workings of the schools of the county.

Our teachers willingly attend the normal institute, and may take advantage of the excellent course of training offered in the summer sessions of some of the best colleges in the state.

We have in our county two holding life diplomas, twenty state certificates and twenty-five two years' certificates.

The meetings of the Greene County Teacher's Association, together with sectional meetings are quite largely attended, thus affording opportunity for the teachers to become acquainted with each other, approved methods, and withal giving them a professional spirit.

While under present conditions the average time of the teachers service is quite short, yet we have many teachers who have been some time in the work, and the great majority are conscientiously doing their best to train our children in the way they should go. But there is quite a general feeling that our schools are not accomplishing as much as they should; that the amount of money expended may be made more effective by consolidating some of the schools.

There is maintained in one township (Washington) a high school which has been very successful. A large majority of the people are very enthusiastic in their praise of the school. They have an enrollment of about thirty, doing ninth and tenth grade work. Those in attendance furnish their own means of going to and from school.

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GRUNDY.

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J. T. GRAY, COUNTY SUPERINTENDENT.

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Replying to your circular letter, will say that I believe the condition of the Grundy county schools regarding the matter concerning which inquiry is made are substantially as follows:

In planning the institutes of the county during my incumbency it has been my intention to make the work conform to the most apparent needs of the teachers. In my opinion the great need has been special training in the common branches, and it has been my policy to give them that class of work

in the Institute that would enable them, in so far as the limited training would permit, to become specialists in the branches which they would be required to teach.

The teachers of this county will, I think, compare favorably with those of any county in the state. Many of them are high school graduates and a number have had the benefit of one or more terms work in a normal school or a college.

The school officers have co-operated cheerfully with the superintendent and teachers, and in those cases where the teachers have shown special ability they have manifested their appreciation of superior work done by an increase of salaries.

The greatest educational needs of the county seem to be facilities for training teachers to become specialists in the common branches and increased salaries for teachers who have had such training.

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### HAMILTON.

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L. N. GERBER, COUNTY SUPERINTENDENT.

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The fifth ward school building at Webster City is a one-story building, erected after the "colonial style." It is built of cream colored pressed brick, with a vitrified brick underpinning and Bedford stone trimming throughout. It was at first designed by the board of education, to build upon a very economic basis, indeed, the original plan was to build as cheaply as possible, without regard to artistic features whatever.

This idea, however, seems not to have been very deeply rooted, for it was soon overcome by the majority of the members of the board, and before the final arrangements were made, they concluded upon a much better, more convenient and in every way more artistic structure than their original ideas had suggested. However, much economy was used by the board in the construction of the building. The avoiding of elaborate and expensive details, the placing of brick arches where cut stone might have been used, the leaving out fancy corners and courses of fancy brick which adds very little in either appearance or usefulness, and many other similar items aided in lessening the cost of the building.

All the class rooms are upon one floor. This wise precaution on the part of the school board saves the children the tiresome climbing of stairs. It is our opinion that in a country where land is still on the market at a fair price, to build public school houses upon the ground and not in the air. Especially should this be considered by school boards, when taken in connection with it the health and welfare of the young ladies, or our so-called "high school girls". The tripping or the running up of two or three flights of stairs might be accomplished a thousand times, but perhaps the very next time it might prove fatal, even though she be physically an athlete. At any rate, it is the belief of both the building committee and architect of this building, that the "one-floor arrangement" is by far the most satisfactory. Of course the building is so constructed that, should the future growth of Webster City demand it, an additional story could be added—which of course will never be considered for a moment should that time ever come.

The building is sixty-eight feet square, and contains four class rooms, each twenty-two by twenty-eight feet, with a seating capacity of forty-eight scholars each. Each class room has windows on two sides thus securing what is considered the principal requirement of a class room, ample light, and no cross-light. Each room is also provided with a large cloak room, with outside windows.

The ceilings are thirteen feet and six inches high, and the rooms therefore contain a large volume of air which is changed about four times an hour by direct radiators in the basement and ventilating flues.

The building is heated with hot water. The plant was installed by the Webster City Hot Water Heating Company at an expense of \$1068. It is of ample capacity and gives entire satisfaction. The cost of the building including seats, heating plant, and more or less cement walk on outside, is close to \$8,000,

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### HANCOCK.

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CHARLES F. SCHELL, COUNTY SUPERINTENDENT.

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We have in this county a live progressive body of teachers. Experienced teachers are able to secure work at any time. Wages have been advanced in several townships in order to secure good teachers. The teacher problem is the most important because it is impossible to have a good school without a good teacher. Thirteen certificates of the third class have been issued in four years. It has been a mistake to issue any of this class. The school should be carefully safe-guarded against incompetent teachers by rigid examinations; and no applicant who is not justly entitled to at least a second class certificate should be allowed to teach school. Some schools would be vacant and this would be to the advantage of pupils and taxpayers.

It would very materially aid in the closing of the smaller schools. There are seventeen schools in this county with an average attendance of less than five, that should be closed at once, and the pupils transported to neighboring schools. Boards of directors know that it is a waste of money to continue these small schools, and seem to be willing to close them; but for several reasons, chief of which is the difficulty of securing transportation, but few of these schools have been closed, and these only temporarily.

Free text-books, so greatly needed everywhere in order to make more effective the teacher's work, have been introduced in two townships. The people like the plan. Teachers are not handicapped as in districts where the books are not free, and they like to teach in these townships. As the schools are not intended to promote the interests of any class, the children of the poor should have the same advantages as the children of the rich, which they cannot have if scantily provided with books. The schools should be absolutely free. Globes, maps, libraries and seats are free and there are no good reasons why text-books should not be free.

The Hand-book for Iowa schools is a means of inspiration to our teachers. Our teachers who study it and carefully follow it, have a very high appreciation of this valuable work. We are trying to follow the new course of study enthusiastically.

We could not get along without the annual institute gathering. It is always well attended although we have never brought undue pressure to bear upon teachers in order to secure attendance. It has been worthy of attendance, and has been well attended.

From fifteen (15) to twenty four (24) educational meetings have been held each year of the four years. These have been well attended and in these, children, parents, and teachers have had a share of the various parts.

Close supervision has been impossible. The schools have been visited by the county superintendent once each year. The people are building better school houses than formerly. They are neat in design, and are well ventilated and properly lighted. The educational outlook in this county is encouraging.

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### HENRY.

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ANNIE E. PACKER, COUNTY SUPERINTENDENT.

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The outlook in Henry county is encouraging, but much yet remains to be done.

A sentiment prevails in favor of better teachers and there is a demand for the best obtainable. Most of our teachers hold second class grades, and to supply our schools we have to employ about twenty third class teachers.

Our directors' meetings have helped school men to see the urgent need for measures to draw a better grade of ability into the work, and they are ready to pay better wages for excellent teachers. We feel that at whatever sacrifice better wages must be paid if we want better schools. We must pay better wages to secure teachers worthy to be entrusted with the training of boys and girls for home life and for upright citizenship.

It will be a grand day for Iowa public schools when no young person may be allowed a certificate to teach, before receiving at least one year's instruction in a state normal school in this state or elsewhere.

May the next assembly grant us one more state normal school, and then, for those who expect to apply for a teacher's certificate, make attendance at some state normal school in Iowa or elsewhere, compulsory.

Teachers of experience have in practice and reading often gained an equivalent of normal training, and I would not have those whose average grade is 90 per cent in branches required for second class certificates compelled to attend normal school. Begin with prospective teachers. The unworthy will soon drop out, and even if for them the training were needful, the worthy teachers of experience can not be spared.

It is felt that more thorough work in branches below the high school is imperative if we would save our schools from contempt and ridicule.

Business men complain that typewriters are too often unable to spell and to use good, plain English, and the manuscript in any superintendent's office will, I think, disclose pitiful ignorance in these vital points.

We are working earnestly for better English, better spelling and writing, and more *real study*.

We have had too much happy-go-lucky memory work and not enough mental grubbing. We need far more thinking about causes and effects, a better grasp of the "reasons for things."



The course of study is kindly received in the ungraded schools, and the classification register is often kept just as it should be.

Graduation from the ungraded schools has often been made too easy and should hereafter be based upon the ability to pass a teacher's examination with an average of 80 per cent or above and no grade below 70 per cent. The subject of didactics might be omitted.

The school library is winning a place for itself.

In many schools music has been introduced and good work is under way. In a few cases teachers understand the theory of music, but are unable to sing or even to distinguish a difference in pitch. I feel that we ought to have for each township a supervisor of music who would visit each school at least once a week and direct the musical instruction.

In conclusion, I wish to express my gratitude to the state department for prompt and kindly helpfulness and to teachers and school officers for their appreciation and hearty co-operation. Truly, we have worked together for the good cause.

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### HOWARD.

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ELSIE. E PERRY, COUNTY SUPERINTENDENT.

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The opening of the twentieth century finds Howard county with one hundred one public schools, four in independent town districts, seven in independent rural districts, and the rest in sub-districts of school townships. The town schools are located in Cresco, Elma, Lime Springs and Chester; and employ fifteen, seven, six, and two teachers respectively. They enroll 1,229 of the total enrollment of 3,697 pupils. The average wages paid their male teachers (who are also their principals) is \$83.61 per month; their female teachers, \$38.23. The rural schools employ ninety-seven teachers, one for each school. The average wages paid their male teachers per month is \$29.43; female teachers, \$26.57. The men usually teach winters, only. The attendance is about sixty-five per cent. of the enrollment, somewhat lower than in the town schools.

The supervision of the town school is by their principals. The county superintendent is nominally the supervisor of the rural schools; but as one visit each term is all and often more than this officer can make, the real supervision is left almost entirely to the teachers themselves.

The course of study outlined in the Hand Book issued by the state department has been introduced, and will be followed as closely as possible.

Teachers' associations are not regularly organized according to a set plan. Meetings are held every year at Cresco, Lime Springs, Elma, Riceville and Chester. Both grade and rural teachers take part. Sometimes Mitchell county joins us at Riceville and Winneshiek at Cresco. Patrons often take a prominent part on the programs, and music and illustrated class work are usually conspicuous features. Township meetings for rural teachers and school officers' meetings have been tried, but with no success.

Institutes have been held annually in the spring for a period of two weeks, and during late years the enrollment has been about 150. In order to afford an opportunity for more academic work, a summer institute, also,



has been held for four weeks during the past two summers. It has enrolled about one hundred, and has been a success.

Libraries have existed for many years in the town schools and in the rural schools of Jamestown, Oak Dale, and Chester townships. Last fall (1900) all the rural schools were supplied with library books in accordance with chapter 110, Iowa school laws. These libraries are a real success wherever competent teachers have charge of them. In several schools additional books have been purchased with money raised by the teachers from entertainments and spelling contests.

Among the greatest educational needs of the country, more and better teachers, including better and more accessible facilities for their education and training, perhaps ranks first. Better and closer supervision of rural schools, a more practical type of work and economical expenditure of time and money are crying needs. Provision for the country girl and boy to do more advanced work without leaving home, is much needed. We believe, were these conditions brought about, other things, such as better buildings with better furniture and equipments, more beauty in the surroundings, etc., would naturally follow.

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### HUMBOLDT.

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CLARENCE MESSER, COUNTY SUPERINTENDENT.

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The early history and gradual growth in numbers and efficiency of the public schools of Humboldt county does not differ materially from that of most of the counties of Iowa. In less than half a century, they have increased from a small room, partitioned off in a log house, until we have nine commodious buildings in the villages and towns, and one hundred three in the rural districts. From the most elementary work in reading and numbers, our schools have developed until the graduates of some of our high schools are accepted in the freshman year at our leading colleges and state university.

The majority of our teachers are earnest, conscientious young women who follow teaching about three years and then become the mistress of a well-kept farm-house.

We need more modern school buildings, more supplementary reading in the lower grades, more kindergarten supplies, maps and globes. But these auxiliaries sink into insignificance in comparison with thoroughly educated, conscientious, well trained teachers. How to secure and retain such teachers is the hardest problem that confronts every thinking school officer.

It has seemed to the writer that there are changes that might be made which would have a tendency to secure more thorough scholarship on the part of applicants for certificates and lessen the frequency of the changes of teachers in our rural schools.

For one of these changes, we would suggest that the state be divided into convenient examination districts; that the superintendent of public instruction, with the advice and consent of the executive council, appoint an examiner for each district; that the district examiner and county superintendent have concurrent power in examining applicants and issuing teachers' certificates; that

when the district examiner and county superintendent cannot agree respecting the issuing of a teachers' certificate that the case should be referred to, and decided by the state department of public instruction; that there should be held in each county not less than two nor more than four examinations for teachers during the year; that upon the recommendation of the district examiner, the county superintendent (if he think best) be allowed to issue a teachers' certificate to an applicant without examination, provided that the applicant holds a certificate which lawfully entitles the holder to teach in the public schools of some county in this state.

We would also suggest that the township be made the unit; that the duties, now incumbent on a school board of nine or eleven members, be performed by a board of three members elected by the legal voters of the whole school corporation, the same as they are now elected in the towns and cities; that the members of the school board receive a *per diem* compensation similar to what is now paid our township trustees.

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### IOWA.

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T. M. CLEVINGER, COUNTY SUPERINTENDENT.

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We are glad to report that the general conditions of the schools of Iowa county are better than at any previous time.

Our schoolhouses as a rule are in good condition, the attendance better, and there seems to be a greater interest on the part of the patrons than ever before.

Every district in the county has complied with the new library law, which in itself is evidence of a good school sentiment.

We have held before the people the idea that teachers should not be allowed to learn to teach at the expense of the children. Most of our teachers were graduated from high schools and many of them have had one or more terms of normal training and as a result evidences of a more thorough and scientific teaching are to be found on every hand. We believe that every applicant should have had at least one term of normal training and that this should be made one of the requirements for certificates.

Our last Normal Institute was a success in so far as it was possible to make it a success. There is a question whether the teacher gets value received at the institute. In most of the counties, the institute is held between the middle of June and the first of September—the hottest time of the year—and we believe that the teacher loses more vitality and energy by attending than she gains enthusiasm. Would it not be better to do away with the Normal Institute and in its stead have at the beginning or middle of each term a real inspirational meeting of two or three days duration, allowing the teacher's salary to continue while in attendance and compelling every teacher in actual service to attend?

One of the greatest needs of the rural schools is supervision. Nothing can contribute more to the successful operation of the public schools than wise supervision. The excellence of the town schools is in a large measure attributable to careful supervision. Without it all schemes for the betterment of school will fall far short of their full measure of success. The state

cannot afford to pay thousands of dollars annually with no agents to see how it is spent. It is too often true that the office of county superintendent is debased into a mere clerkship, and a very poor one at that. We have in mind an ex-county superintendent who did nothing in the way of supervision, but reported the whole number of visits during his last term to be 240, while it is positively known that he did not make a dozen visits. But let the county superintendent at all times discharge his duty faithfully and efficiently. The short visits which he makes, while they do much to improve the schools, are far from satisfactory supervision.

The only way rural schools can feel the benefits of intelligent inspection and direction is by consolidation, which subject we will not attempt to discuss here, but we are in hopes that before another year the county superintendent will be able to report progress along this line.

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### JACKSON.

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C. C. DUDLEY, COUNTY SUPERINTENDENT.

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Jackson county, the home of the first governor of Iowa, Ansel Briggs, consists of eighteen townships, and with a variety of surface that includes everything from smooth prairie in the south to the rugged scenery in the northern portion which has given to that region the well deserved name of "The Switzerland of Iowa." Her school status varies almost with her surface embracing as it does many well equipped village, town and city schools, from which not a few have gone to earn a fair repute in higher and broader fields of industry and learning. Hardly a college in the land, from our state institutions to Yale, Oberlin, Mt. Holyoke and Wellesly but have conceded honors to Jackson county students. The high school at Maquoketa has sent out successful teachers to other states, Chicago and Omaha count several among their best. A large business college has one for president and the Chicago University numbers one among her popular professors.

On the other hand with a contrast equal to that of her scenery, she has many obscure rural schools, characterized by high local taxation but with the scantiest of school facilities. The average cost per pupil is twice that in many of the larger schools, and arises largely from a mistaken persistence in clinging to the "rural independent" form rather than to the township organization, in which the schools are generally far better. The adoption of the township plan by law would work out an easy solution of the many perplexities which now obtain.

Nationalities also vary as do other conditions. In one school of two departments, pupils read, recite, sing, etc., both in good English and German, but at play use only the Luxemburg dialect. With other districts respectively Irish, German, English, with corresponding differences in appreciation of, and opinions concerning school work and management, it is not easy to marshal the various portions of the county into one harmonious whole. But the sense of American citizenship and official and moral responsibility are gradually but surely helping in this direction.

One other real want that perhaps overshadows all others, is a county high school, in which the thorough preparation of rural teachers may be made as

prominent as is the preparation of students for college in the city high schools. So many bright intellects are in the country districts, undeveloped under present conditions, like diamonds in the rough, yet more than worthy of far better opportunities.

Their possibilities are not recognized and perhaps never may be until the state will wipe out the little impoverished rural independent and also establish a county normal school, all of which is probably true in many another county, as well as in Jackson.

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### JEFFERSON.

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ANNA WHITE, COUNTY SUPERINTENDENT.

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Owing to the fact that the educational needs of this county are prominent in my mind these will be mentioned before the educational advantages.

The present educational need of our county is a desire of many of the patrons for better schools. A desire that will bring about the willingness of the taxpayers to pay better wages in order to secure and retain better teachers. The proficient experienced teachers seek and are sought for the more paying positions in teaching and other occupations. This leaves every year many vacancies in the districts that pay the lowest wages to be filled by the young and inexperienced teacher, who will often accept any place "just to get a start." The schools are greatly crippled because of the young army of inexperienced teachers that come in the school room every year. The supervision of the county superintendent is not what it should be because of lack of time caused by the amount of clerical work that must be done.

The indifference of some school boards is often a hindrance to the best interests of the school. There should be some standard of eligibility from an educational standpoint for school officers, and they should be paid for their services. As a rule the best citizens will not serve as a school director; this often leaves the matter of education in the hands of, sometimes well meaning, but incapable men. A better condition might be brought about by having fewer members of the boards, and the directors of the county constitute one board for the transaction of certain educational interests, and that it be made obligatory upon them to meet at least four times a year in convention with the leading educators of the county to discuss plans for bettering our schools. At these meetings questions of supervision, school law, course of study, etc., should be discussed.

The course of study as provided by the state department is used by nearly all teachers in the county in the schools where no other course is adopted. The school boards of the rural districts are slow to adopt any course of study.

Our county institutes are well attended and as a rule teachers give their hearty co-operation in making the institute interesting and profitable.

We have a county teachers' association. This association holds meetings on Saturdays in different parts of the county. Teachers and patrons take part in these meetings, and they are interesting and well attended.

The attendance of the children at school is good compared to the distance many have to go. The effects of the books introduced in the rural schools by the new library law is noticeable and results are very satisfactory.

## JONES.

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CLIFFORD B. PAUL, COUNTY SUPERINTENDENT.

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The present status of education in Jones county is what comes to every well-ordered western community after half a century of development. It is the natural result of the accumulation of wealth and the increase in population.

The first school master was Barrett Whitemore who came over from Dubque county in 1838 and taught the Bowen prairie school in the winter of 1841. Seventeen years later he was called to the newly created office of county superintendent. The old school master of Bowen's prairie has long been called home to hear from the Divine Teacher "well done." In the office since that time many men have held sway, wafted in and out by every shift in the political breeze. For the most part they have been earnest, fearless men who have served with credit to themselves and honor to their constituents.

In the early days, several church and private schools were founded. Olin college was organized in the 70's, but like many pioneer institutions its days were few and full of trouble. As the country grew in wealth and population, the public schools began to strengthen their curriculums to meet the growing demand for a broader education. At present we have eight schools with high school courses, two of which are on the accredited list. Fourteen teachers are doing high school work exclusively.

The annual institutes have usually been planned to be both inspirational and academic in character. One short spring institute has been held which was entirely inspirational. During the last few years, a popular entertainment and lecture course has been given in addition to the regular work. On the faculty, such talent as Seerley, Sabin, Bloodgood, Longwell, Laylander, Jonathan Piper, Dr. Emerson White, Prof. Earle Sparks, and Miss Eva Kellogg have been employed. Last year the course was made entirely elective—a plan which gave excellent satisfaction.

For thirteen years an educational paper has been edited by the county superintendent. It serves as a medium of communication between the various school interests of the county. All the teachers and most of the school officers receive it regularly.

The library movement received early recognition in the county. The first report on the matter shows 130 volumes in all the schools. In 1893, there were only thirty-three volumes in the country districts. Now we have in the rural schools almost 5,000 volumes with a total of 6,000 in all the schools. These books have been purchased through the efforts of the teachers and pupils with very little aid from the district funds.

The time now seems ripe for a decided progressive movement along all lines of educational work. The library law insures that enough books be purchased each year for the urgent needs of the schools. Great interest is manifest in the legislation relating to the teaching of the elements of vocal music. Since the opening of the present term five rural schools have purchased organs to facilitate the teaching of this branch. In the town schools, four of the boards have hired a special teacher. The people are turning to the consolidation of districts and the transportation of pupils as a panacea for

most of our educational ills. While very little action has been taken, public sentiment is strongly in favor of these changes.

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### KEOKUK.

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W. H. GEMMILL, COUNTY SUPERINTENDENT.

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*Normal Institutes.* The institutes are well attended. As a rule the teachers are interested and attend the entire term of two weeks, beginning the latter part of the month of July or the first of August. The enrollment is usually about 250.

Until the present year (1901), an examination has been given the last three days of the session, but this summer it was held the latter part of the week preceding the beginning of normal. This change proved very satisfactory to all concerned, and convinced us that better institutes will follow such changes.

It has been the aim of the county superintendent during the past four years to make the normal institute more and more inspirational, the work being more along the line of professional school life rather than mere textbook, or academic knowledge, creating an enthusiasm and love for the profession and the cause instead of teaching those elements which they are to impart to the child.

*Teachers' Associations.* A county organization is maintained, and meetings are held in various parts of the county annually. As many conventions are called as possible. The program usually consists of a Friday evening session when a lecture on some educational subject is delivered by some prominent educator, and two sessions Saturday. The meeting in the forenoon is informal, and everyone present is invited to take part in the discussions; the afternoon programme consists of papers and discussions. These conventions have proven very beneficial, and the teachers take much pride in their success.

The various districts or townships into which the county is divided also hold one, two or three local meetings during the year. To all of these meetings, whether county or local, school officers, parents and pupils are invited.

*Course of Study.* Every rural school is supplied with a copy of the course of study recently prepared by the state superintendent, and the teachers are making a noble effort to live up to it as far as the conditions of the locality, and the character of the school will permit. As the smaller towns and villiages had previously prepared courses of study for their schools the course just mentioned has not been adopted, but the county superintendent has recommended the adoption of the same as soon as convenient. As a rule the people of the rural districts are favorable to the course of study and believe in the teacher following the same. They realize its necessity and desire its results.

*Teachers.* The teachers are improving educationally and professionally. Many of them are graduates of good, reputable institutions, many more are students in such schools and colleges, while most of the remainder are graduates of some good high school. They are faithful and conscien-



tious, and we are often pleased by hearing the remark made that the teachers of Keokuk county are a noble class of people.

One thing noticeable is the large proportion of young men teaching compared with the number a few years ago.

*Libraries.* Prior to the enactment of the Library Law the library sentiment was fast gaining ground throughout the county. In some parts small libraries had been established, and the sentiment there was exceedingly strong, but in other parts the people regarded the library as a fad, and in consequence there was much opposition to a school library of any kind. When the law which required each school corporation in the rural districts to purchase books for a library went into effect in 1900, the opposition in some parts of the county was very stubborn. However, most of the districts complied with the law, though many boards refused to set apart a cent more than was absolutely required, secretly hoping that the books would prove useless and the entire scheme a nuisance. However, we are glad to state that the law, after one year's trial, has proven more satisfactory than was even hoped for by its most loyal supporters and sanguine admirers. Then, with some three or four exceptions, every rural school in the county has a library, though some of them are indeed very small. The graded schools are quite well equipped with good working libraries, and are continually adding thereto.

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### KOSSUTH.

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F. H. SLAGLE, COUNTY SUPERINTENDENT.

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Kossuth county, containing a larger area than any other county of Iowa, has contained within the last few years large tracts of land undeveloped. Now these lands have been purchased by actual settlers from the land speculator and schools have been established so that but few children live at a distance of more than two miles from the school. But three counties had a greater number of country schools last year and with six new buildings this year, Kossuth will be near the head of the list. While these results are gratifying, the poor roads leading to many of the schools have been detrimental to the favorable consideration of central schools. A large amount of improvement must be made on country roads before the majority of school patrons will consent to centralizing schools. The roads of this county are being made better as rapidly as money and labor can be secured, and in the near future some of the older townships will no doubt erect good central school buildings.

Owing to the number of schools and absence of any assistance in clerical work, the superintendent is not able to supervise the school work of the county by personal visitation of schools as well as is desired. However, a system of township educational meetings has been formed and here the teachers and officers of each township meet usually once each month during the winter for mutual benefit. During the last winter more than fifty such meetings were held; the superintendent was present at least at one meeting in each township, and in some cases twice. These meetings met with the hearty support and approval of all interested in education and some desirable results were secured for the schools, at once.

Seeing the great need of a uniform system of text-books for the county, an effort has been made to secure this much needed benefit. As county uniformity was found almost impossible by a direct vote, the school boards of each township sought to secure the same result by township adoptions of the same texts. Now, at least four-fifths of all the school townships have adopted these same books and the beneficial results are at once apparent. The remaining townships will no doubt soon take action to secure the same text for their schools. With this secured, the work of both teacher and pupil will be more efficient, while the money expended for books is less.

The good work of the teachers' institute for 1901 is commendable. With an enrollment of 240, the attendance was almost perfect. Each teacher seemed eager to receive all the benefit possible from the two weeks' work. The plan of conducting the institute, according to high school methods, proved successful. Order in hall and recitation rooms was maintained as in regular school work. Each teacher was assigned to a certain grade and required to attend all recitations of that grade. Roll call was required before each recitation. Credit was given for notes on lectures when books were handed in. Order, method and recitations were such as to give teachers an object lesson in conducting their own schools.

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LEE,

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J. S. STEWART, COUNTY SUPERINTENDENT.

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"The first school in Lee county was taught at what is now the village of Galland, formerly Nashville, in 1830. Berryman Jennings, late a millionaire in Oregon, was the teacher.

"The second school of which we can find any direct trace was taught at the 'Point,' now Keokuk, in 1834, by Jesse Creighton, a shoemaker. Among Creighton's pupils was Capt. James W. Campbell, now of Ft. Madison. All the others have long since removed to other parts of the country and most, if not all of them, have passed over the dark river to the shores of eternity." (History of Lee county, page 539.)

Capt. J. W. Campbell of Ft. Madison and Capt. Washington Galland of Montrose were pupils in Berryman Jennings' school in 1830.

#### FIRST SCHOOL HOUSE IN IOWA.

(See Frontispiece.)

DEDICATED TO CAPTAIN WASHINGTON GALLAND, MY FIRST SCHOOLMATE IN  
IOWA, IN OCTOBER, 1830.

This log school house, with clapboard roof and puncheon floor,  
Except in childhood's memory is no more;  
Jennings, our teacher, and schoolmates too have gone before,  
And none survive but you and I, that played before its door.

Aw-wi-petuck, the Sauk, and Mis-quw-ke, Indian names  
For the place, where placid waters break o'er rocky chains;  
But later Nashville it was called, after the Sku-ti-che-mon came.  
And by "Galland" now we know it, who made the first white settler claim.



Here in 1830 by the upper lock, now along the shore,  
Is where Iowa's first school house stood in days of yore.  
While other counties claim the honor justly due to Lee,  
But an alibi can yet be proven, "Wash.," by you and me.

— *J. W. Campbell.*

#### FT. MADISON.

The first superintendent and principal of the Ft. Madison schools was Z. B. Bowers, who in turn was succeeded in order by Hon. William G. Kent, Mr. A. L. Belles, Mr. Nelson Johnson, Rev. J. R. Noble, Mr. Arthur A. Webb, Mr. N. C. Campbell, Mr. C. H. Dye, Mr. C. H. Morrill, and Mr. C. W. Cruikshank, the present incumbent.

During the last fifteen years five large and suitable school buildings have been erected in this city at a cost of \$85,000. Thirty teachers are employed in the schools. The course of study is broad and comprehensive. The citizens of Ft. Madison and vicinity are justly proud of their schools and especially of the high school; its work being of the highest order places it on the State University's list of "accredited" schools.

#### KEOKUK SCHOOLS.

"Until 1853 the school buildings of Keokuk were of the old-fashioned primitive kind, generally one story, and a single room large enough to accommodate a single teacher and twenty to thirty scholars. John McKean, one of the first school masters of Keokuk, taught in a round-log house sixteen by eighteen feet square which stood in the hazel bushes on the ground now occupied by the Toledo, Peoria & Warsaw railroad offices at the corner of Third and Johnson streets. This school house when first built had a log cut out for a window." (History of Lee county, page 652.)

Since those early, pioneer days the schools of Keokuk have gradually improved, and today they are numbered with the best and most progressive schools in the state.

The first principal of whom we have any definite information was Principal Torrence, who was succeeded in order by Principal Kimball, 1856-57; Principal Rufus Hubbard, 1857-60; Principal Brigham, 1860-62; Principal G. R. Parsons, 1862-4; Principal Rufus Hubbard, 1864-65; Principal B. F. Ogden, 1865-66; Principal S. M. McClain, 1866-68; Superintendent W. W. Jamieson, June 13, 1868, to January 26, 1893; O. W. Weyer has been superintendent since February, 1893.

The enterprising citizens of Keokuk have erected nine large, substantial school buildings, and several smaller school houses for the suburban schools, all valued at \$226,000. Sixty-nine teachers are employed in the different departments of the schools. The high school is well supplied with fine chemical and physical laboratories, and it is also supplied with a large and carefully selected library. The course of study is excellent throughout, and the school occupies a high place among the "accredited" schools of the state.

The schools of Montrose, West Point, Franklin, Primrose, Donnellson, Charleston, New Boston, Summitville Mt. Hamill, Croton, and Vincennes, are in good condition under the care of earnest, efficient teachers and principals.

The school township and rural independent schools are important factors in the general education of the young people of the county, and there is a noticeable improvement in the work that is done in these schools and we are pleased to note that many pupils throughout the county have completed the course of study in these schools and have been admitted to the high schools in this and adjoining counties.

The first teachers' association in Lee county was organized May 14, 1881, by George C. Lewis, B. J. O'Brien, N. Messer, Mary B. Anderson, Emma Estes, Florence Backus, Anna Campbell, Jessie Wilson, Ida Duncan, Belle Pearce, Hattie Soloman, Cora H. Pitman, Sallie R. Smith, A. A. Webb, O. F. McKim, N. C. Campbell, David Compton, Andrew Nelson, A. L. Cruze, and J. S. Stewart.

#### COUNTY SUPERINTENDENTS.

John A. Nunn, who held the office from 1857 to 1860, was the first county superintendent. He was succeeded in order by Rufus Hubbard, 1860-64; Z. B. Bowers, 1864-68; Hon. William Kent, 1868-72; Hon. James Pollard, 1872-74; Hon. Wesley C. Hobbs, 1874-76; W. J. Medes, 1876-80; J. S. Stewart from 1880 to 1886; W. J. Medes, 1886-87; J. J. Dofflemeyer, from 87-88; J. J. Rohrbach, 1888-92; W. C. Anderson, from 1892 to 1894; A. L. Balles, from 1894 to 1898; J. S. Stewart, from 1898 to 1902.

#### TEACHERS' INSTITUTES.

During the period from January 1, 1868, to January 1, 1874, County Superintendents Kent and Pollard conducted teachers' institutes annually, and also held a number of interesting and profitable teachers' meetings.

The first normal institute of four weeks session was conducted by Superintendent Hobbs in August, 1874. Since that time an annual normal institute of from two to four weeks term has been held in the county.

A retrospective view through the past forty-five years shows us that the old log cabin school houses were replaced with "better school houses," and that recently, modern "up-to date" school buildings are taking the place of the "better school houses." And we feel warranted in making the statement that by the united and persistent efforts of the teachers, principals, city and county superintendents, aided by an intelligent and progressive people, Lee county has kept pace with the educational progress and spirit that has characterized the people of the United States during the last half of the nineteenth century.

The greatest needs of the county are, first, better school buildings for the country, town and village, schools, in regard to the lighting, heating and ventilation of the school rooms.

Second, the consolidation of the districts where there are only a small number of pupils in each district, and the proper transportation of the pupils to a good central school.

Third, properly educated and trained teachers for all schools. The right education of children implies and demands competent teachers as instructors. This rule applies to all schools in the state. To secure the services of competent instructors, two important considerations must be offered to all applicants for the position of teacher. The state must make provisions for the proper training of all public school teachers, and permanency of position and salary must be the security offered to all teachers elected,—subject to

removal only for dereliction of duty, immorality, etc., as may be provided by law. Until these important questions are squarely met and settled, the teacher's calling will never receive that recognition, protection, and recompense, that its importance demands, as a factor in the elevation of the masses preparatory to self government and the perpetuation of American liberty.

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### LOUISA.

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C. M. DONALDSON, COUNTY SUPERINTENDENT.

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In glancing over the suggestions from the state department we conclude that the pressing needs of our immediate county are the ones to receive our attention in these remarks.

(1st) The county institute. What can we do to provide normal training for our teachers?

Louisa county enrolls on an average 130 teachers annually at the institute; about one hundred take examination at the close of institute; about one hundred take examination during the year; plus the \$50.00 received from the state makes an amount of \$380 for yearly running expenses for the institute, which is so limited we must either hold a very short session or do without the very helpful lectures that so materially add to the benefit of the institute course.

We feel that two things are necessary: (1st) Compulsory attendance at institute and (2d) \$100 from the state in place of \$50.00 as it now stands.

(2d) Supervision:

The place for the county superintendent to accomplish the most good is in visiting the schools, inspecting buildings, grounds and apparatus, and counseling with teachers in regard to the work and condition of the schools.

The library law as it now stands occupies much of the county superintendent's time and attention, as many of the school officers are loath to meet for the selection of books, whereas if some other means were provided for the selection it would leave much more time for supervision and visitation.

Another weak place in our law is where it makes it possible for the board of supervisors to thrust the burden of handling the county text-books on the county superintendent, thereby compelling him to spend much time in packing books to send to depositors, when such time could be much more profitably spent in visitation.

The county superintendent is being more and more looked upon as the central figure in educational matters, and I am of the opinion that more is expected of that individual than he will be able to perform.

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### LUCAS.

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C. F. GOLTRY, COUNTY SUPERINTENDENT.

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The people of Lucas county have been very fortunate in the administration of their school affairs, and have enjoyed in the fullest measure, the

blessing and benefits derived from the free school system. They have been liberal in providing funds for the establishment and maintenance of the public schools, yet conservative in the disbursement of those funds, and diligent in their efforts to derive the greatest good from the expenditures necessary to keep in progressive motion the machinery of the system.

In general, it may be said that the educational work of the county is receiving its full share of attention, is progressive, and possesses sufficient real genuine merit to dignify our schools with the rank attained by those of the other counties of the state.

In estimating the worth of the schools of the county, it is but just to make honorable mention of the teachers in the rural schools, upon whom is placed the heaviest burden of educational work, since by far the greater number of pupils obtain from them the rudiments of an education, than from their sister teachers in the grades.

The difficulties under which they labor are greater, from a lack of adequate facilities, and from the greater number of grades and classes for management by the individual teacher. Yet through all the difficulties incident to rural school work, these teachers have maintained for the schools a standard of excellence which will reflect credit upon their labors for years to come.

The teachers of Lucas county have shown very substantial interest in the normal institutes, and in the Lucas county teachers' associations. The number of teachers required for the schools of the county, both rural and graded is one hundred thirty-one, and the enrollment at the last normal institute was one hundred fifty-four; no member of the institute being tardy, or absent from class more than three times, and fully three-fourths of the enrollment were perfect in attendance.

The Lucas county teachers' association holds five meetings in the school year, meeting once in each of the five towns and villages of the county. Each teacher is expected to attend at least two meetings and to take some part in the discussion of any subject that may be under consideration at the meeting. The attendance at these sessions of the association ranges from thirty to sixty exclusive of visitors.

In these meetings, much good results from commingling of teachers, as well as from the program, which consists of papers on professional subjects with discussions, music, model class recitations, and talks from patrons.

The enrollment in the county is about four-fifths of the school population. Five thousand pupils of school age, and four thousand enrolled in the schools, with an average daily attendance of near three thousand. Ninety rural and forty-one graded teachers are employed for their instruction.

As the state library law became operative last year, it seems fitting to mention briefly the attitude of patrons and teachers toward the establishment of rural school libraries. In a number of districts, more or less opposition was developed by patrons who questioned the usefulness of such libraries, and presaged the early destruction of the books by careless and unscrupulous pupils. But upon reading the law and the regulations for the care of the books, the opposition was at least allayed, and by the first of December, every rural school in the county had complied with the law. So far this year, orders for books have been more liberal, and the measure bids fair to meet with general favor and success. The teachers have been almost a unit

in favor of the law, and many have supplemented their stock of books by patronizing the State Traveling Library.

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LYON.

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A. W. GRISELL, COUNTY SUPERINTENDENT.

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Supervision in Lyon county is much the same as in other counties. More of it in name than in fact. During the year there have been the following meetings held in the county for educational purposes: Two county meetings, seven district meetings, and ten township meetings. I am led to believe that the township meeting is the farther reaching.

Our four weeks institute was fairly well attended. The first two weeks was strictly academic, the last two weeks were devoted to methods.

The course of study, or "Hand Book," did not reach us in time to do much with it last year, but it will be used this year.

All but one of our country districts have purchased libraries in accordance with the law. School officers are so varied and changeable that I will simply mention them. "What cannot be cured must be endured."

Consolidation is only local. No systematic consolidation exists. One of the greatest needs of the country schools is educationally qualified teachers. "The man with the hoe" has deprived us almost entirely of young men teachers. The wages he pays the young man exceeds that paid for teaching. Many of our directors need converting (schoolically). They are willing in many cases to continue in the same old rut, using the same old plans of their fathers and grandfathers. They reason on the principle that "What was good enough for me as a boy is good enough for my children." The old box-like school house, built after the century ago plan, the teacher who can board around or live in the open air, is sufficient for all ordinary purposes. In fact, so-called commercialism has reached the country district, and if there are no dollars in it to them personally, the school gets only a passing notice.

However, our schools are not as bad as they might be. Our teachers compare favorably with other counties in the state. Our directors generally devote about as much time to the work as they could be expected to do for the salary they receive. Our institute would be better attended if all teachers who teach in the county were obliged to contribute to its support (so long as it must be supported by the teachers.)

I have omitted statistics, as they will appear in the annual report.

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MADISON.

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H. D. SMITH, COUNTY SUPERINTENDENT.

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In school work and educational matters Madison county will compare favorably with other counties. We have teachers from other counties and from other states, and some of our teachers are working in other counties, and some in other states. By this we may compare our work with that of others.

This county contains 171 school-rooms, of which 134 are in the country. There are seven graded schools, giving employment to thirty-nine teachers. The districts are so arranged as to accommodate almost all pupils, very few having more than two miles to travel to school.

Some of the graded schools are crowded and need more room and more teachers. Two of them have this year increased the number of teachers and provided more room and others will do this soon. It seems to be the tendency in our graded schools to follow too closely the "machine" or "promotion process," and to permit pupils to take up high school work before they are ready for it. This will be remedied by having more help and better work done in the seventh and eighth grades, and before graduation, allow the pupil at least one year for thorough review of the eighth grade work. Our high school principals reach "too high too soon."

Our country schools are not thoroughly graded, but as well as is conducive to good work. The pupils are classified sufficiently so that the number of classes are such that the teacher can well arrange her work and have ample time for recitations and individual help. Our plan is not to follow, exactly, the course of study, but have the classes so arranged that the pupil may receive the attention and may do the work he needs. No pupil is given a diploma until all of the work outlined in the course of study is completed, though it may not be done in the regular order.

The term of school in the rural districts varies from seven to eight months. In a majority of the districts they have eight months. Twelve school townships and four townships of independent districts in our county. Interest in the school by the director is better, where there is only one director. If all districts were independent, and one director in each, it would be an improvement.

The salaries paid teachers are not sufficient. Wages vary from \$25 to \$36 in rural schools. If 20 per cent were added to the wages more than 20 per cent would be added to the value of the schools.

Thirteen school-houses have been built in the last two years. They are good buildings, well lighted and well furnished. With few exceptions, the school-houses are kept in good condition, neat, tidy, and home-like, and are supplied with sufficient apparatus. Many of them have stone slate for blackboards. While we have some very pretty and shady school grounds, some are "barren wastes."

A change of teachers is too often made, but many of our directors are now contracting for two or three terms. If the term of office of director expired during the summer vacation there would be fewer changes of teachers in the spring. In some cases the parents meddle with the school and "have to be taught" and so cause the school work to suffer.

Our normal institute is well attended and is a factor toward bettering the work of the teacher. It helps to create a professional interest in teaching and is a source of inspiration for the teachers. Our aim has been to make the institute better rather than larger. The methods used are similar to those used in other counties and the object sought is to benefit schools.

Too many teachers meetings are a detriment because it is a burden for the teachers to attend at all times, and non-attendance has a tendency to cause a loss of interest in any. A few meetings, and those well attended, is what we consider better, and have had fairly good success in those. We



have had several meetings conducted on the "round table" plan which have been very good.

A visit to each school during the year helps to keep up the interest, and there is not a teacher in the county whose work has not been inspected by the superintendent.

While we closely observe each teacher's work, we do not approve of too much superintending and supervision. We wish the individuality of the teacher manifested.

Excepting two or three small districts all are now provided with library books. Teachers, pupils, and patrons are well pleased. The libraries will be kept up.

All of the branches usually taught in public schools are taught in this county. In examinations for certificates and diplomas there are more failures in arithmetic, orthography and grammar than in any other branches. We do not know why this is so. Music is receiving its full share of attention and no doubt good results will follow. Algebra, civics and elementary physics is being taught in many country schools.

Last year twenty from this county attended the State Normal, eight or ten the State University, several went to Ames. We expect to keep pace with our neighbors, and our people stand ready to accept any advance along the line of schools.

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### MARION.

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W. F. CREW, COUNTY SUPERINTENDENT.

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Personal supervision is given as wide a range as seems consistent. The many duties of the office of county superintendent renders it impossible to give much personal attention to each school. However, through the assistance of school officers and teachers and by visits made in person there is a unison of action along this line that is quite encouraging.

Our annual teachers' institutes are conducted on the plan for the greater development of professional interest rather than confined to text-book or academic work. The sessions extend over a period of two weeks, with an annual enrollment of about two hundred and thirty teachers.

The course of study outlined in the hand-book for Iowa schools has been adopted by many school boards, and others are considering this matter favorably. A uniformity of school courses of study would add much to general results. Our best teachers approve of the course and are using it successfully.

A number of our schools are quite small and thus a lack of interest and high tuition prevail. There are one hundred eleven independent districts and four school townships, within the borders of Marion county. The schools generally are in a prosperous condition and the interest in the educational work is quite apparent.

With few exceptions the teachers are active and willing to do their part in the advancement of any movement for the furthering of education. The number of male teachers is small compared with the number of female teachers. In fact the number of teachers in the county has been decreasing

for the past two years so that there is now some difficulty in supplying the schools with teachers.

On account of contagious diseases in some localities the attendance was lowered considerably the past year, otherwise the attendance has been very good.

In a few instances the school boards have either failed or refused to comply with the new library law. The enforcement of this measure will be necessary in a few cases. Where boards have purchased the books the patrons and pupils have generally been delighted with them, and thus the school boards have appropriated the full amount.

There is one college in the county, Central College of Pella. It is a denominational institution, and was established in 1853. It has had an excellent influence upon the public school work and in the preparation of teachers.

Many school officers are ready and willing to push the school work along, hire good teachers and pay them liberally for their services, but others run their schools on the low wage and short term plan. The latter method has worked to the injury of a number of our rural schools. The school boards as a whole are made up of good business men and to them we are indebted for able and efficient service.

The greatest educational needs of this county are, school boards that will take greater interest in educational matters, more and better facilities for the education and training of teachers, and uniformity of school courses and text-books.

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### MITCHELL.

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JAY A. LAPHAM, COUNTY SUPERINTENDENT.

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Ninety-six (96) teachers are employed in the rural schools and forty-five (45) teachers in the village and town schools.

At the village of Little Cedar, in Liberty township, a high school for the six sub-districts has been in successful operation for nearly five years. The people of that township wish to center all their school interests at this place. As the older children go to the high school it seems convenient to take the smaller children along to the same school ground. Three teachers are now employed at this central school.

At McIntire, in Wayne township, two wagons are sent out daily to convey the children to and from school. In different parts of the county the interest in the central school is increasing. Where there is a good rural school with a good house it seems well not to disturb it.

Much enthusiasm has prevailed the last year over libraries for our public schools. At a teachers' association held in December, January 25, 1901, was set apart for library day. Later a generous offer from Hon. Geo. W. Schee of Primghar, Iowa, gave added impulse to the movement; so that over \$2,700 has been raised for libraries. This will add greatly to the interest and efficiency of our rural schools. To the teachers of the county much credit is due, as they were largely instrumental in securing the money.

The course of study prepared by the state department is well followed throughout the county. Crowning this course, over forty common school



diplomas were awarded last year to those who had completed the required course of study for rural schools. Graduating exercises were held in connection with the granting of the diplomas. In nearly every case several schools united in an evening program at some country church, or at a central school-house. Parents and patrons were deeply interested in these exercises. In a small way they had commencement in their home schools. The children respond with enthusiasm when they have competent teachers. The common school diploma is a strong factor in giving system and effectiveness to our rural schools.

In addition to the ten graduating exercises held in connection with the granting of the common school diplomas, there were ten teachers' association and educational meetings held in the county.

The Cedar Valley Seminary, an academy with a history of nearly forty years, located in Osage, has been a strong factor in the educational development of the county. The St Ansgar Seminary has also done much good work.

Nearly all of our schools now have comfortable school-houses, well warmed, well lighted and well seated. There is room for improvement in the grounds, apparatus, and general supplies.

We have a number of good teachers, but we need many more who, in addition to native gifts, have enjoyed good training.

The teachers' institute, held for one month in July and August, was attended by 159. There was excellent interest. Special attention was given to music, drawing and primary work.

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### MONONA.

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F. E. LARK, COUNTY SUPERINTENDENT.

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While the conditions of the schools in Monona county are not all that can be desired, yet I can see many evidences of improvement. I am satisfied in my own mind that unless we have consolidation of schools, the conditions will never be very much better than they are today. Some advancement will be made, of course, but we will not reach the standard so much desired. The most intelligent people of the county are seeing the advantages of the central school, and the sentiment in favor of consolidation is gradually gaining favor. The question of transportation is a difficult one in this county because of the hills in the eastern part of the county and the heavy gumbo roads in the western part.

Buildings, apparatus, etc., are not only necessary to the work of the schools, but the character of these things indicate very truthfully the degree of interest manifested in education by the people of any given community, and progress in this direction may be accepted as evidence of a healthy educational sentiment. While our advancement along these lines has not been as great as we would like to report, yet we have noticed a marked improvement. We have some excellent buildings, yards well fenced and cared for, and the directors and the people in many townships are interested in keeping the school property in good repair and the teachers supplied with all useful apparatus. What we need in this direction more than anything else is a

better knowledge of the importance of proper light and ventilation. I think that the time has come for the legislature to pass some law requiring some reasonable provision to be made for better light and ventilation in all future buildings.

We have a large number of live, earnest, moral, and progressive teachers, who are willing to devote time and money, and to sacrifice many pleasures, that they may know that their work in the school room has been well done. Many of them have attended school at Cedar Falls and other places, are present at the normal institute and teachers' meetings, read good books and educational journals, and take advantage of every opportunity to better fit themselves to do good work in the school room. I have noticed a great change in the decoration of the school room in the past few years. Our teachers are realizing the silent influence of plant and flower, of mottoes and pictures, of clean floors and neat surroundings on the thought, life, and character of the child. I go into many school rooms that are the very picture of neatness and order. The stove is nicely blacked, the floor is clean, the windows have white sash curtains, the walls are decorated with beautiful pictures, copies of the works of the master-artists, and everything has an air of cheer and comfort which means much to the future of the child. We have started a teachers' library which contains the latest and best books published and we expect to add to these each year until we shall have a large collection of books pertaining to the general culture and the professional training of the teacher.

I am sorry to say that boards of directors have been slow to comply with the provisions of the late library law and many of the rural schools are still without a library. Gradually, however, directors are voting money for this purpose and I think that before long all our schools will have a good working library.

What we need is a stronger public sentiment in favor of the very best things in education. With the help of directors, teachers, and friends of education, we are doing what we can by means of public meetings and other agencies to impress upon the public the importance of properly training and educating the child. To the people, to directors, to teachers, to the Department of Public Instruction, to the press, and to all who have aided us in any way whatever, I return my sincere thanks.

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MONROE.

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ANGIE REITZEL, COUNTY SUPERINTENDENT.

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One of the great needs of the teacher, especially the country school teacher is more careful training along the line of theory and expression. Many go into school work with no training except what they receive from a country school which was probably made up of all the eight grades from first primary to the grammar division. There may be many reasons why the young teacher can not be sent to an especial training school. So we find that it becomes very necessary to make our school institutes answer in a small measure this need. Too frequently our instructors soar so far above

the comprehension of the ordinary individual that the student is left with a vague feeling of something missed, but what? We want teachers who are practical; who will give us the best method of presenting the common branches so that our boys and girls will get the most in the least time.

Only our most intelligent men and women should fill the office of school director. Too often this is controlled by a faction who think more of personal feeling, than of the benefit to the children.

Give us officers who are judges of good work when they see it, men who are interested in the welfare of every child in their district, and who can find time to visit the the school once in awhile at least.

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### MONTGOMERY.

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MABEL C. HANNA, COUNTY SUPERINTENDENT.

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Having been appointed to fill the vacancy by Mr. McCulloch's resignation, I entered the office with almost no idea of what would be required of me, nor of what had been done in the past by the superintendent.

I know the schools generally are in a good, flourishing condition, as is shown by the reports from secretaries and treasurers. The Red Oak schools especially are doing well and the number of pupils attending from the rural districts is greater than any preceding year.

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### O'BRIEN.

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ELLA SECKERSON DANIEL, COUNTY SUPERINTENDENT.

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O'Brien county has six graded schools, and 134 rural school buildings, four of which are closed, the children being transported to other schools.

In our six graded schools are fifty-five teachers, sixteen of whom hold state certificates, and one a life diploma. Four of the 130 teachers employed in the rural schools hold state certificates; thirty-eight hold first grade, and eighty-eight hold certificates of lower grades.

In 1893, Hon. Geo. W. Schee of O'Brien county presented to each school a large flag. The stars and stripes float over every school house in the county, teaching lessons of patriotism and loyalty to the principles for which the flag stands.

Our library movement began in 1896. Previous to that time there were not to exceed 100 books in the rural school libraries in this county. In 1896 a citizen of Primghar offered \$100 to the five schools raising the largest amounts for the purpose of purchasing books for their libraries, to be divided as follows:

To the school raising the largest amount, \$30; to the second, \$25; to the third, \$20; to the fourth, \$15, and to the fifth, \$10. A similar offer has been made for five consecutive years and the results have been very gratifying to teachers, pupils, and patrons of the rural schools.

The rural schools have raised \$5,100, the donations have amounted to \$1,200.00, or a total of \$6,300.00 all of which has been expended for books for the rural school libraries. There are now in these schools 10,500 volumes, or an average of eighty books for each country school in the county.

The total number of volumes in the graded school libraries is 4,000.

The boards of the different townships have supplied from the public funds suitable cases for these books. In the libraries are found reference books, histories, and encyclopaedias; also story books which are used as supplementary readers.

We have also in our county an excellent teachers' library of 655 volumes divided as follows: Professional, 69; history and biography, 194; fiction, 153; travel and adventure, 135; poetry, 39; science and miscellaneous, 65.

This library came as a public benefaction from Mr. Schee, who gave \$100.00 a year for five years. The purchasing of these books has been under the supervision of the county superintendent, who has chosen the principals of the graded schools of the county for her assistants.

Teachers may become members of the library association by paying twenty five cents per year. A book may be kept one month, and by notifying the county superintendent the time may be extended one month.

No one thing has done more for the educational advancement of our county than has the library movement.

In closing up the work we hope for greater growth in the future; and feel that the good that has already been done will live on through the years bearing fruit in loyal, faithful work.

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## OSCEOLA.

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T. S. REDMOND, COUNTY SUPERINTENDENT.

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The boundaries of Osceola county were established in 1851. The first white settlement was made in 1870. The county was organized in 1872. The first school was taught in 1871, in a private house, the teacher being Mrs. Delia Stiles, who was also the first county superintendent. The first school house was built in 1871. The following data is taken from the first annual report of the county superintendent in the year 1872: Number of school houses, 2; average months taught, 4.2; number persons of school age, 260; average attendance, 51. The tenth annual report shows: Number of school houses, 46; months taught, 6.2.; persons of school age, 1,005; average attendance, 436. From the twentieth report we learn: Number of school houses, 80; number months taught, 7.2; persons of school age, 2,113; average attendance, 1,044. Twenty-nine years later (1900) the report shows: Number of school houses, 95; number of months taught, 7.7; persons of school age, 3,022; average attendance, 1,485.

With one exception, No. 6, Fairview township, Osceola county has provided a school house in every district within her borders.

The schools of the county are classified. In 1888 Superintendent W. J. Reeves introduced a system of classification, and in 1892 Superintendent F. W. Hahn placed the first Iowa course of study in the schools. In 1896 Superintendent T. S. Redmond secured the adoption of the Hand Book for

Iowa Teachers, and in the spring of 1901 the Hand Book for Iowa Schools replaced the old course of 1896. During these years classification has unified the work of the common schools and has been an aid in direction and supervision. A large portion of the county superintendent's time is devoted to inspecting schools, in order that he may become familiar with the methods used, the quality of instruction and discipline, and thus be able to render needed assistance. With few exceptions the course of study is followed and complete records left for succeeding teachers, and a copy of this record filed with the county superintendent, who has these records arranged by townships, indexed and bound. Hence a complete and permanent record of each school and each pupil may be found in the county archives at the court house. Pupils who complete the course of study are given a final examination. Those who meet the requirements of the examination are grouped in various convenient places in the county where graduating exercises are held, the program consisting of essays by graduates, songs and recitations by other pupils, remarks by local citizens, and an address and presentation of diplomas by the county superintendent. This system has aroused the interest of the older boys and girls and is believed to assist in keeping them in school.

There are 5,831 volumes in the ninety-one rural schools of the county, 1,410 volumes in the town schools. This is sixty-four volumes per room in the rural schools and ninety-four per room in town schools. Eighty-three per cent of the rural schools have book cases, 73 per cent have large flags. Books and flags have been purchased since 1896, with money raised by entertainments and donations. In this matter the county is indebted in a large measure to Hon. Geo. W. Schee of Primghar for both money and inspiration. The county teachers' library consists of over four hundred carefully selected pedagogical books, which are divided and placed in various points of the county and occasionally changed.

Osceola county institutes and lectures have always been classed as good. Much attention is given to pedagogy and primary methods. This work has been done by instructors of superior ability. The results show in the school room.

Our school boards have been, with few exceptions, composed of public-spirited citizens. School buildings as a whole are in good condition, both inside and out. Recently an effort has been made to beautify the school ground, with shrubs, flowers, etc. Where this has been attempted teachers have displayed the same devotion that marks their regular school work. The corps of teachers of this county has been composed largely of earnest men and women. This may account for their fidelity to duty and the pride and interest which they manifest in the welfare of the schools.

The people of the county are devoted to their schools. They seem willing to co-operate with those in charge of the instruction. Laying aside my official goggles and looking over the field as a citizen interested in this work, I sincerely believe the schools, as a whole, are in good condition, and that the educational sentiment of the county is good.

## PAGE.

H. E. DEATER, COUNTY SUPERINTENDENT.

Page county has always been blessed with a strong educational sentiment. This in a great measure is due to the good influences of two colleges, a chautauqua, five high schools, a devoted pulpit and an earnest press.

In round numbers there are places for one hundred and ninety-five public school teachers in the county; and they are filled with teachers having made preparation for the work by taking high school and college training. Forty state certificates are in force in the county and the county certificates are of a high grade. The teacher standard is high and should be kept so. The number of teachers is generally equal to or little less than the number of places to be filled and competition is placed between boards for teachers instead of between teachers for positions, and such competition tends to hold salaries up.

An annual teachers' Normal Institute is held alternately in Clarinda and in Shenandoah of two weeks duration. It is conducted on the inspirational plan; is made full of life and enthusiasm, and of such a character that all teachers are encouraged to attend. For the past six years the average yearly attendance has been 241, and the best class of teachers have enrolled.

Two county teachers' meetings and eight sectional meetings are held in the county each year, and are conducted so as to attract teachers and patrons and friends of education, and to stir up professional interest in teachers and a better educational sentiment in the public.

The state course of study is closely adhered to and the pupils encouraged to follow and complete it. Through the liberality of the board of supervisors grade cards and classification records are furnished the schools, and every means is placed in the hands of the teacher with which to encourage the pupils to complete the work. The course has had a salutary effect upon the interest in the schools, and is doing much for the education of the youth in this county. Annually, at the close of the winter term a county rural examination is held by the county superintendent in five places in the county and pupils that have completed the state course and are recommended by their teachers are admitted, and those passing are assigned subjects within their grasp on which they are required to write short essays. Then a program is arranged by organizing the graduates into sections and the graduation exercises are held in various parts of the county on different dates during the month of June. The county superintendent attends these graduations and presents the diplomas, and this gives him a good opportunity to meet the patrons. These graduations are an effective means of arousing a better educational sentiment among the people. They have proved to be educational revivals in this county.

The Page county schools are well supplied with the International Dictionary, with encyclopedias, with library books and with all other apparatus; and best of all the teachers are making good use of these agencies. Soon under the new library law every school will be provided with a good working library. The school houses and premises are well kept in this county, and the schools given good attention by school boards. One of the lesser needs of this county is, that boards should be smaller, and each member



paid for his services, and the tenure of the office of the sub-director should be increased to three years. Then much better service could be expected from school boards.

What are the greatest educational needs of Page county? It must be admitted that there are many things that Page county needs educationally, but just what are the greatest of these is a question on which there might be a wide divergence of opinion by our thoughtful men and women. But in the humble judgment of the writer the most pressing needs of Page county, and of the entire state, is larger salary and permanency in position for the public school teachers, and most especially, for the rural teachers. Larger salary would attract and hold better teachers. The time has come when our profession should be placed on an equal footing with other lines of business and other professions. The teacher, long ago should have been paid a salary commensurate with that paid other business and professional men. Teachers should be employed for a longer period than for one term or one year, and should always have assurance that they will be retained as long as they are worthy. Let the schools offer salaries and inducements becoming the profession and it will be a short time till new light will dawn upon our profession. Then we will have mature men and women in the schools for life giving their best thought to the work, and the school room will no longer be used as a stepping stone to other lines of business and professions.

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#### PALO ALTO.

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ANNA DONOVAN, COUNTY SUPERINTENDENT.

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We believe that the educational work of our county is moving onward and upward. The quality of the work in the rural schools is very much better than ever before. We have an established course of study in our rural schools and being followed so closely that a pupil leaving any grade in our rural schools can take up the work in the corresponding grade in any town or city school in the county. The pupils receiving a diploma completing the common school course are proving some of the strongest members in our high schools. Every school in the county has a good library. Over \$9,000 has been raised by private subscription in the country schools in the past two years. The pupils are reading, enjoying and being benefitted by these books. The people of our county are in sentiment with the school work and are willing to co-operate with us in all our efforts to make it better. Hence our citizens, officers and teachers meetings are successful; our buildings are being made better and are better supplied with apparatus and material to work with. We feel that from every standpoint our schools are advancing in the right direction, and surely, though slowly, they are accomplishing all that can be expected of them.

I unite with the citizens of this county in pointing with pride to our rural schools particularly, for the progress and advancement in the past few years has been far beyond what we dared to hope for.

## PLYMOUTH.

I. C. HISE, COUNTY SUPERINTENDENT.

The schools of this county are in fair condition although far from what we would like to see and what we think under certain conditions might be brought about. An increasing interest is being shown in the care and arrangement of school property. While it is nearly impossible to have better schools in a community than the people demand, yet much is being done in this county to cause a demand for better schools. All the schools are supplied with some working apparatus in the way of maps, globes and dictionaries. Most of them are supplied with charts for teaching the subject of physiology and hygiene with respect to the effect of stimulants and narcotics. The city school houses and grounds are in splendid condition. These schools are all amply provided with the best furniture and the most useful apparatus. In length of term the schools vary from seven to nine months.

## NORMAL INSTITUTE.

The teachers of this county are divided into four classes for institute purposes and the work done is based on the outlines furnished by the state department. The instructors have been urged to impress the best method of presenting the work and do as little academic work as consistent. An especial effort was made to conduct the last institute along these lines, and the result was very satisfactory. Not much trouble is experienced in getting the teachers to attend the institute.

## SYSTEM AND SUPERVISION.

All the rural schools of the county are pursuing a uniform course of study as laid down in "The Hand-Book for Iowa Schools." Each school is visited by the county superintendent at least once a year and in many cases two or three times as the urgency seems to demand. Teachers are urged to consult the county superintendent on matters of organization, classification, and general conduct of the school.

## SCHOOL LIBRARIES.

Every school township and rural independent district met the requirements with reference to the purchase of library books. Circulars have been issued to the teachers and personal visits have been made to see that the best possible use is made of the books thus secured. In addition to the books purchased by the school authorities, teachers seem to have taken a renewed interest in raising funds from private sources and thus augmenting the list of books in the school libraries. The present library law is working very satisfactorily in this county and there does not seem to be much of a demand for its repeal. Many of the school boards are increasing the levy to the limit for this year. It has raised the discussion as to the possibility of free textbooks and seems to make a favorable showing for this much desired arrangement.

## TEACHERS' MEETINGS.

For purpose of teacher's meetings the county is divided into five districts, each district having its own set of officers but all under the general direction



of the county superintendent. Each district holds at least two meetings each year. For the older and more advanced teachers a professional teachers' association has been formed, holding three meetings each year and doing advanced normal work.

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POCAHONTAS.

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U. S. VANCE, COUNTY SUPERINTENDENT.

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The schools in this county have been made and systematized in the last ten or twelve years. During this period, the county has made great material advancement and the schools have kept up with the progress in other things. Previous to the nineties it required most of the county superintendent's time and efforts to organize the school and supply the teachers. Often it was a difficult matter to get persons of even questionable qualifications to take charge of the schools. There were, however, some cultured, sacrificing, men and women who had left homes of refinement in the east to make homes in the far west and who taught their neighborhood school, frequently in their own homes. People from the older counties of the state, from Wisconsin, Illinois and Indiana began to flock to this county in 1893 and 1894 and land advanced by bounds from ten dollars per acre to seventy dollars and more. The constant addition of vigorous, enterprising blood to the community has had a corresponding influence upon the schools. There has been what may seem to be an abnormal growth in school sentiment, school interest and in the schools themselves. To-day there is a greater interest in the school affairs of this county than is found in many of the older communities. There is a popular demand for better school officers, better school buildings, better schools and better teachers and the demand is being filled. Many modern rural school buildings have been erected, incompetent school officers have been dropped, the state normal as well as many of our private normals of the state has a large number of our best young men and women preparing for teaching; all the towns have excellent high schools supporting courses of either three or four years; and several of the townships are planning for township high schools. Teachers' wages have made a slow but gradual advancement.

Our greatest drawback has been a lack of trained teachers. It confronted the school authorities in the early days and is with us yet. If a state normal were nearer our teachers, many more would attend. The Normal Institute has been and is to-day almost the only means of professional training open to all the teachers. The teachers have made good use of it and to-day they are demanding and supporting a strong summer school in addition to the institute each year. The first institute was held during the winter of 1871-72. There has been a session of from two to six weeks almost every year since. In an early day the attendance was meager, but beginning about 1890 the work received a wonderful uplift through the efforts of the late Prof. J. C. Gilchrist, who for several years acted as institute conductor.

The efficiency of the schools has been greatly increased by means of a system of gradation and classification. The system is about as near perfect as the conditions of rural schools will permit. Each school is following and

has followed closely the Iowa course of study. The county superintendent conducts the final examination and commencement exercises are held in each township.

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### POTTAWATTAMIE.

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O. J. MCMANUS, COUNTY SUPERINTENDENT.

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Pottawattamie county has an area of 960 square miles, a population of 55,000, of which about 16,000 constitutes the pupils of the public schools, and of this number about one-half are pupils in the rural schools. It requires 289 school buildings to accommodate the present school children. There are over 400 school rooms in which are engaged in giving instruction an equal number of teachers. In view of the magnitude of the educational work, it will be impossible for me to give a very extensive account of the educational work in this report.

Three kinds of certificates have been issued, viz.: First class, second class and special. Only one kind of first class certificate has been issued, and no third class. Much interest has been manifested among the teachers in trying to obtain first class certificates. Doubtless the cause of this special interest may be the difference made in salary in favor of the teacher holding a first class certificate. In nearly all of the townships a difference of five dollars per month is made between those who hold a first class and those who hold a second class. Ten years ago in Pottawattamie county the record shows about ten State certificates and not a single State diploma; the records now show about eighty State certificates and three State diplomas, of which nearly one-fourth have been obtained within the biennial period now closing. There has been a constant demand for teachers with first class certificate qualifications. Certificates have been neither renewed, duplicated nor extended.

Classification registers have been placed in all the schools and the schools have been graded as closely as the conditions would justify. Personal supervision is impossible. Most of the work is done by a system of reports which teachers make at the close of each term. The rural schools are now more closely connected to the various high schools of the county. Under the supervision of the county superintendent the principals of the various high schools in the county conduct an examination annually for the benefit of those who are completing the work in the rural schools. To those who succeed in passing the examination the county superintendent issues a diploma which serves as a passport to any high school in the county. Last year there were forty-eight applicants for the examination; fifteen were granted diplomas; this year there were 110; forty-two were graduated. Thus far no graduation exercises from the rural schools have been held. The system is working nicely, and will be the means of pointing many of our boys and girls to something beyond the rural school.

The county comprises twelve districts for educational meetings. In each district were held five meetings during the year. To these meetings the public were invited. They were well attended. All the meetings, with the exception of two, were held in some of the towns of the county. The county superintendent was present at three meetings each month. Teachers were given credit on their certificates for their attendance and participation in these meetings. The election of officers and the general plan of the district meetings were perfected at the institute. Only professional work was attempted at both institutes. One new feature in connection with the last institute was a lecture course consisting of three numbers. Dr. Robert McIntyre of Chicago; Dr. Emerson E. White, of Columbus; Dr. Frank W. Gunsaulus, of Chicago, were the three who gave evening addresses. Their lectures were highly appreciated by the public.

The new library law, the music law, the handbook for Iowa schools, and the special day programs are well received by our teachers, and will certainly be a benefit to the educational interests of the state.

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### RINGGOLD.

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J. C. BENNETT, COUNTY SUPERINTENDENT.

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I have been giving nearly all the time devoted to supervision, to the rural schools, leaving the supervision of the department schools to their respective principals. In my work among the rural schools, my plan is to visit all the schools at least once, to revisit those in which the work did not seem satisfactory the first time, and to visit all beginners. I usually visit three or four schools a day when weather, roads, and the condition of the school will permit. I consider it a part of my duty to commend teachers and pupils for what I see worthy of commendation, and offer suggestion when I think it is needed. My suggestions to the teacher are made privately, either by a private talk or in writing. My talks to the school are based upon the work I have seen or upon conditions that exist, and in them I endeavor to strengthen the influence of the teacher.

We have a county association that holds one or more meetings a year, and four sections, including four townships each, and in addition to these. I began last year the holding of informal township meetings, holding them in the afternoons of school days. In almost every instance the school directors granted their teachers the time without reduction of pay. For these meetings, a general program was prepared that served as a basis for the work of all the meetings, but the work was varied to meet the requirements of each meeting. No one was assigned any particular topic but all were expected to respond to each topic discussed. If they did not volunteer, they were invited to do so, so far as time permitted. In these meetings, questions that arise in the routine of daily work were discussed, and last year special attention was given to the rural library. In this way I met about eighty-five per cent of the rural teachers and there was more freedom. None felt the restraint that they feel at a formal teachers' meeting.

For the past ten or twelve years it has been the custom to hold annually a two-week institute for the instruction of our teachers. Last year I tried a four-week institute, and charged the usual dollar fee, but it failed to pay out, although our attendance was a very large one for this county. It has been the custom to have considerable academic work, but this year I endeavored to place academic work in the background and place special stress upon didactics, psychology, and method. Over ninety per cent of our teachers would not come in touch with the educational thought outside of the county were it not for our annual institute. Those who attended our two-week institute this year are better prepared to meet the problems that confront the teachers in this county than those who attend a summer school. I do not mean that they received more power or benefit, but we, knowing the peculiar conditions that would confront our teachers, planned the institute to meet those conditions. I think we cannot part with the institute, but we need more support.

Superintendents of this county have for years been trying to systematize the work of the rural schools, endeavoring to have the teachers use the hand book as a guide in their work, and in their records and reports, but with small success, owing, as I believe, to the teachers not following it, or to the lack of uniformity in applying it to the particular text-books in use. To overcome this, I have prepared a course of study based upon the hand book, adapting the text-books in use in this county to it. I hope, by this means, to have greater uniformity in classification and to have the teachers' records readily and accurately interpreted by the other teachers. Among the town schools there seems to be a tendency to present fewer subjects in their courses with a corresponding increase in the quality of the work done on the subjects attempted. Mt. Ayr high school presents two courses: an English and a Latin course, the latter placing it on the accredited list with full credit. Kellerton, Tingley, Ellston, Redding, Diagonal, and Knowlton carry three years' work in their high schools while the smaller places attempt less.

There is considerable opposition to the rural library law, and, in most cases, it was necessary for me to make personal calls upon the school officers in order to induce them to take any steps at all. However, most of our schools have libraries varying from four or five books to eighty-five. One of our school townships has in its nine libraries five hundred forty volumes. During my series of township teachers' meetings I was much gratified to find that nearly every teacher who had a library in her school was making good use of it and was enthusiastic in support of the movement.

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SCOTT.

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FRED J. WALKER, COUNTY SUPERINTENDENT.

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Scott county has two hundred eighty-six places for teachers in her schools. Of this number one hundred nineteen are under the direct supervision of the county superintendent. These are in thirteen townships containing seventy-

nine sub-districts, twenty-one rural independent districts with twenty-five schools, and seven independent town or village districts with twenty-five rooms. Each of these is visited at least once a year and half a day is devoted to each visit. During the visit the superintendent often gives the teacher an illustration of practical methods in the work by conducting the recitation. In the private talk with the teacher commendation is made on things commendable and suggestions are offered on points where it is felt they are needed. As supervision is for the good of the school we count no visit of value unless it benefits the teacher and the school. The decided interest shown by the various schools is accepted as evidence of benefit arising from visitation.

Our institute is divided into the inspirational in the spring and the academic in the summer. For the first we have as lecturers such of the foremost educational leaders as can be secured and this work is greatly enjoyed by all the teachers. With very few exceptions all attend this course although none but the A class are required to do so. In the majority of cases the school boards pay their teachers for the time they attend. Since beginning the spring session we have had such men as E. E. White, C. C. Rounds, J. W. Redway, Supt. Greenwood, Arnold Tompkins, Wm. A. Mowry, Francis W. Parker, Frank and Charles McMurray. With the other regular academic work of the summer session is included the study of the hand book. By this means we expect to have the course of study more generally consulted and so make the work in the country schools more systematic.

The directors of the county have an association which meets annually and considers questions of interest to them. Last year more than a hundred of them met at the superintendent's office to discuss the adoption of text-books. Their recommendation to the various boards to adopt new books has been followed by the most of them, thus practically giving county uniformity. With up-to-date text-books, with a library in every school and the addition to the libraries of the eleven hundred twenty books purchased by the boards last year, with an increasing number of our teachers fitting themselves for the work by college training, the prospect for the future is most promising, and with the hearty co-operation of all interested in the schools, we expect to maintain a high standard of excellence in the schools in this county.

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### SHELBY.

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J. B. SHORETT. COUNTY SUPERINTENDENT.

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Democracy is a government by the common people and its perpetuity depends upon the education of the masses rather than the classes. It is not as important for the few to receive a superior education as it is for the many to receive a liberal one. As the masses begin and end their education in the common schools it is all important that these schools should come first in the minds of the people and should be given every consideration that the state and nation can afford.

While the common schools which are to be found in our towns and cities are on a permanent foundation, the rural school is on a foundation which may mean one thing today and something entirely different tomorrow,

depending largely upon the teacher and community. And yet these rural schools are the places where the masses of our rural population receive their education. While the colleges, university, the normal schools, the town and city schools are making rapid progress and are forerunners of civilization, the rural school lingers on the threshold of progress.

Why is this true? There may be several answers to this question but to my mind it is largely due to neglect. Go with me into the legislative halls of Iowa when a session is being held and what are the leading educators working for? Is it the rural school or is it the higher institutions of learning? The question is easily answered. The MacLeans are working for the university, the Seerleys are working for the state normal, the Beardshears are working for the agricultural college; but who are working for legislation which will favor the rural school? I admit that there are prominent educators and others less prominent who have the rural school at heart and who are working for its advancement but they have thus far been unable to secure the needed legislation which will place the rural school on a permanent foundation. Such a foundation as the town and city schools are built upon.

Higher schools of learning have their place and educators who are laboring to advance them are doing a grand and noble work; but the time has come when the rural school should no longer be treated as a football; it should be given due consideration by all who are interested in the welfare of this republic. The rural school is a very sick child and it needs physicians—not inexperienced physicians to practice upon it, for its critical condition is a result of such practice—but specialists—the best that the country can afford.

In my judgment an educational campaign similar to the political campaign of 1896, is needed in the rural districts. The people must be aroused to the needs of the rural school, and this can not be accomplished until the rural school is first in the minds of the prominent educators. It will take firing of canons and the beating of drums to awaken the rural population, and then if the MacLeans, Seerleys, Beardshears, Barretts, Sabins, and others will give their attention to the rural school, I feel sure that it can be placed upon a permanent foundation. But it will take an educational revival to do it.

You can talk about the little schoolhouse on the hill and laud its good work to the skies; but any person with common sense knows that the foundation of the present rural school system is a very poor one, if a foundation at all. And if the masses of the rural population are to begin and end their education in this school, they are not likely to become educated men and women.

Consolidation must come before the rural school will be on a sound basis. It will take a great effort on the part of all educators to bring this about; but when it has been accomplished and the rural school has been made equal to the town and city school, the university, colleges, and normal schools of our state will find the attendance of rural students in the higher schools of learning much greater than it is today, for the consolidated or centralized rural school means the more favorable consideration and liberal support of the masses.



This is the century of centralization. With the aid of the foremost educators of this state, may it not be applied to the rural schools?

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## SIOUX.

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E. D. BROWN, COUNTY SUPERINTENDENT.

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Between the years of 1867 and 1900, the population of Sioux county increased from eighteen to 23,337.

The growth in material wealth has been equally as marked for this same period.

The people are honest, industrious, and conservative.

Churches and schools are upon every side. Our people are justly proud of their institutions.

The cost of maintaining the public schools exceeds \$125,000 per annum.

Two academies are located within the boundaries of the county; one at Orange City, and one at Hull, while a half score of parochial schools wield a strong influence in the education of the youth.

Sioux county is large in area, having twenty-three congressional townships, of which twenty-one are school townships and two are independent townships.

One hundred and seventy-two is the number of rural schools found within these twenty-three townships, while eleven towns have independent district organizations with seventy-six teaching places.

The work of county supervision is one that would, and ever will, measure the ability and capacity of any person who may be elected to the office.

It is unfortunate that the law does not provide for a deputy county superintendent. With such provision, supervision of the educational work of the county could be made more efficient, and would be, undoubtedly, much more successful in results.

The aim and effort of county supervision, in Sioux, has been to keep the line of march, of the educational forces, up with the vanguard of progress marked in every commercial enterprise of any note. To this end three teachers' associations—known as the general, the professional, and the library, afford favorable opportunities for growth along professional lines.

Such men as Drs. Seerley, Sabin, MacLean, Beardshear, and Governor Shaw have addressed large audiences—meetings, under the auspices of the professional teachers' association.

The library movement—largely due to the philanthropy of the Hon. Geo. W. Schee—yet in its infancy, is already fruitful of good, with much better results anticipated for the future.

Since the organization of the professional teachers' association some of the congested conditions that had been in existence for a time with the normal institute have been entirely removed, in consequence of which much more satisfactory results are apparent.

The institute is planned to combine methods and academic instruction in such a manner as to bring out the natural method.

The instructors use the academic matter to exemplify proper methods of instruction.

"Certificates of award" for perfect attendance have been used to stimulate regular attendance, with the most gratifying results. Teachers from all parts of the county speak in high favor of the system.

*Sioux county's greatest need is a better trained teaching force.*

With conditions as they exist, it is difficult to find enough teachers to supply the schools, nevertheless, the standard of requisites should be raised—all over the state.

In order to do away with the excessive demands for more teachers and to bring about better results, consolidation of the smaller schools—even doing away with the sub-district system entirely—must be accomplished.

That public sentiment may be educated and directed aright, the gospel of consolidation and centralization must be preached, and who is better able to conduct this campaign than the county superintendent?

The writer has inaugurated a system of township educational meetings which have had for their purpose the arousing of intelligent discussion along lines of these vital interests.

We have come to regard the "Township Educational Meeting" as an indispensable factor in school supervision, in many ways, in large counties.

Take the meetings to the people of the rural townships. There the county superintendent can direct the meeting with much more profit.

Boards readily agree to allow teachers a day—in midwinter, say—to attend a meeting in the township, while it would be almost impossible to have the boards agree, unanimously, to allow teachers a day to attend a meeting elsewhere.

A meeting consisting of school officers, teachers, patrons, and pupils led by the county superintendent is an ideal educational meeting for the intelligent discussion of this most important of educational problems, transportation and consolidation.

The time is ripe for organizing the educational forces for a forward movement, and conditions are favorable, in Sioux county, for leadership that will press every advantage towards that higher consummation—THE DAY OF BETTER SCHOOLS.

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### STORY.

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F. E. HANSEN, COUNTY SUPERINTENDENT.

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The educational condition in Story county when I came into office was good. The teachers held good certificates, school officers were prompt in the sending in of reports, the new school houses were built along approved and modern lines, and general harmony prevailed. After I had had an opportunity to study the conditions, I found that the general interest could be improved. To this end the school officers were appealed to as to the necessity of getting together at least once each year to discuss things of educational interest to the county. In response to this call a meeting was held in February, 1900. This meeting was considered so successful that another was held in the early part of 1901. This meeting was addressed by Hon. R. C. Barrett and others, who devoted a considerable time to the matter of consolidation of schools and the transportation of pupils. The discussion of this



subject caused much favorable action, though as yet no district has taken definite action. In Washington township the sentiment is strongly in favor of centralization. At this last meeting the directors appointed a committee on organization to draft a constitution and by-laws, with the idea in view of making the School Officers Organization a permanent affair. No meetings of this character had been previously held in the county and it is hoped by this means to be enabled to bring about a more whole hearted co-operation between the county superintendent and the directors. The attendance at the meetings is large and the interest and enthusiasm is marked. The subjects taken up for discussion are such as would not often be intelligently discussed otherwise. Many directors have told me that they have received a better understanding of their duties and the possibilities of our school system through these meetings.

Another line in which improvement is being attempted is in the matter of the teachers' meetings. Last year the township plan for local meetings was tried with monthly meetings. In some townships the meetings were very successful; in others they were a flat failure. As the superintendent was unable to attend these meetings because of the great number, and because most of them were held on the last Saturday of the month, it was deemed best this year to simplify the plan so that attendance upon all of the meetings would be possible by the county superintendent. The county was accordingly divided into four local districts, each composed of four civil townships. In each district a general manager was appointed who is the presiding officer at all the meetings in the district. In each township of each district a sub-manager is appointed whose duty it is to ascertain who are the teachers in the several schools and to supply each one of the teachers in his township with a program of every meeting held in his district. There are to be four meetings in each district and no two meetings shall be held in the county on the same day. The programs for these meetings are prepared in each district by an executive board composed of the general manager, the four sub-managers, and the county superintendent. The programs for the first eight meetings have already been prepared, places of meeting selected, and dates assigned. As the teachers have adopted the plan themselves they are enthusiastic. Besides these local meetings there will be one big annual meeting in which the whole county takes part. The teachers have created a fund to help pay the expenses of this meeting at which we expect some of the best talent in the state. There are many other points of interest connected with educational conditions in Story county but this will no doubt tell you that we are disciples of educational progress.

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### TAMA.

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D. E. BROWN, COUNTY SUPERINTENDENT.

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Tama county is organized for school purposes as follows: seventy-one rural independent districts, and twelve district townships comprising ninety-seven sub-districts. There are nine graded city schools in the county, employing sixty-two teachers and graduating over one hundred pupils each year. There is a total average attendance in city and rural schools of

nearly four thousand five hundred. The majority of the rural schools are endeavoring to follow the course of study outlined in the "hand book for Iowa schools" prepared by the state department. We have had county uniformity for ten years and are fairly well satisfied with it, but I think the county would favor state uniformity.

Libraries have been introduced, under the new law, in forty-five independent districts and and fifty-six sub-districts. An effort will be made to supply the balance this fall.

There is located in Tama county, Western College, offering instruction in the following courses: classical, philosophical, scientific, normal, commercial, music and art. Many pupils, graduating from our graded schools, are availing themselves of the opportunity and are completing some of the above named courses at Western. Many others, of course, attend the State Normal and other schools of the state. We also have within our borders, Amity Academy with an enrollment of twenty-four; a Catholic School with an enrollment of one hundred and fifteen, and a Government Industrial Indian School with an attendance of about fifty.

There is held annually a Teachers' Normal Institute. For a number of years this has been held in the spring, but there is some sentiment in favor of holding it later in the season, and it may be changed in the future. The county is divided in into five District Teachers' Associations, each association holding from one to three meetings annually.

The greatest needs of our county, it seems to me, are, first, the education of the people to appreciate the work of good teachers, and then the raising of the grade of our teachers. To justify the teachers in more thoroughly qualifying themselves for the work they must receive more compensation for their services. To secure this the school officers and patrons must be made to see the need of proficiency on the part of the teacher, and they should no longer seek the teacher who will teach their school for the least money; but the one who comes thoroughly recommended and from whom they may expect the best work, and who will lead their children out and up to a higher and a nobler life. Then we need consolidation with its attendant advantages.

The practice has prevailed in this county, as in many others, of granting certificates indiscriminately, and as a consequence, we have nearly a hundred third grade teachers for whom we have no need, as there are at least that many more teachers than schools in the county. These teachers, by offering to teach for less wages, are driving many of the better teachers out of the county.

By the time another contribution to a biennial report is called, I hope a better condition of affairs may exist.

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## UNION.

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CHAS. M. PETERS, COUNTY SUPERINTENDENT.

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During the last three years Dr. E. E. White, Pres. Seerley, S. Y. Gillan, Hattie Moore Mitchell and Mari Ruef Hofer have instructed in our institutes.

The average attendance was 210½.

Union county has two associations, one county and one township.

The state course of study is in use in all rural schools. There are one hundred and five rural schools and seven city and village corporations containing seventeen school buildings.

It requires one hundred and seventy one teachers when the schools are all in session.

The average daily attendance is three thousand five hundred.

There is but one good school library in the county.

The greatest educational needs of the county are teachers having more normal training.

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## VAN BUREN.

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W. T. DICK, COUNTY SUPERINTENDENT.

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Schools of Van Buren county are in a prosperous condition. The state course of study as laid down in the hand book is in use in every rural and village school in the county. Mr. J. H. Landes, who was county superintendent of this county from 1887 to 1894, first commenced the work of putting the course of study in the rural schools, and superintendents since that time have continued the work as he organized it.

We keep a complete record of every school in the county. When a school begins the teacher reports where she will teach, time school will begin, length of term and salary. At the end of the term we send the teacher classification report to make a complete report to the county superintendent of her school, giving grade and standing of each pupil. By this we are able to tell whether or not she is following the course of study, and give instructions accordingly. All these reports are systematically arranged at the end of the year, and bound. These bound volumes constitute a permanent record of the schools. Besides, we have class instruction given on the course of study each year at the institute and require all teachers in the rural and village schools to pass examination on the course of study. The result is that the pupils of all the rural schools follow a systematic course, and do not as formerly leave school with no knowledge of grammar, geography, etc., but study all the branches in the course.

The institutes of this county are well attended and most of the teachers attend from a desire to improve their professional knowledge, rather than from compulsion. At the institute of 1901, we required each teacher to take a set course and called the roll in every class, giving credit for interest and attendance to the work of the class. This proved to be very popular with both teachers and instructors. One of the greatest difficulties we have to contend with is that so many teachers drop out of the work each year, their places must be filled with raw recruits. The institute has done a great work in the county in uplifting the teaching force. Van Buren county teachers have been noted for a great number of years for their earnest, efficient work.

Rural school consolidation is being discussed throughout the county. Last year school in sub-district No. 11, Van Buren township, was abandoned and the tuition of the pupils paid at Keosauqua. The plan worked so well that

this year the schools of sub-districts Nos. 6, 8, and 11 of Van Buren township are discontinued and the tuition of the pupils paid at Keosauqua. School in the independent district of Washington of Henry township is also discontinued and tuition of pupils paid at Keosauqua. Both patrons and school officers are well pleased with the plan and object to starting small schools again. School consolidation seems to be gaining ground in this county.

We find the school officers of the county as a general rule ready and willing to co-operate with the county superintendent for the best interest of the schools.

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### WAPELLO.

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BENIAH DIMMITT, COUNTY SUPERINTENDENT.

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The condition of school property in Wapello county is not what it should be, in many cases. The grounds are covered over with vegetation in summer, fences are down, and often no fences at all, houses need paint, many seats are broken, carved, or marked, and blackboards of little or no use.

These conditions could be remedied by earnest effort on the part of teachers.

During the year just closed every rural school in the county has been provided with a library. There are now about 1,800 books in the rural schools, covering all grades and variety of knowledge. People have been in favor of these books after having learned the character of them. Many books have been purchased through the personal efforts of the teacher.

There is a demand for better teachers; people are ready to pay more money if they can secure better service; wages for the best class of teachers have advanced.

The one hundred twelve teachers in the city of Ottumwa do professional reading during each year; about fifty of the other teachers of the county, last year, enrolled in the state reading circle, and it is very probable that many more will do the work for the coming year.

Educational meetings have been held in nearly every township in the county, in which teachers, parents, and tax-payers, all, have had enthusiastic discussions of educational questions and conditions.

There are 258 teaching places in the county; the enrollment at Institute was 284, besides high school teachers, those who hold state certificates or first class certificates.

Much interest has been manifested in the Institute, but much of its function and efficiency has been hampered because of the necessity of doing academic work in way of preparation. A number of our teachers attend summer schools in universities and normal schools, while others do correspondence work throughout the year.

Our experience with teachers who come from other counties leads us to the opinion that there are about as many standards as there are county superintendents. If there were closer co-operation, better understanding, and better uniformity of work, better results would obtain. We believe that the excellent hand-book and course of study recently published, will do much for the state, and will unify the work more than anything that has been brought to the attention of the teacher.

## WARREN.

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S. M. HOLLADY, COUNTY SUPERINTENDENT.

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The educational work of Warren county is progressing as fast as existing conditions will permit.

We have in this county superior educational advantages because of the fact that we have located in our county seat town, one of the best Methodist colleges in Iowa, where teachers have an opportunity to do advanced work in education without going far from home. Several of our country teachers have attended one or two terms or years at Simpson College, where they have done not only substantial work in their studies, but have also received moral and ethical training, which is indispensable to a teacher.

Because of the fact that many of our country teachers have had no other training beyond the rural school, except the advantages of the county normal institute, we held, during last summer, a six week's summer school with an enrollment of one hundred teachers. Our summer school was very much appreciated by the Warren county teachers, and many expressed the hope that it would be the future policy of the county to continue the summer school as a regular feature of the educational work of the county.

Academic work cannot be done in two weeks time, especially in hot weather. A strictly inspirational institute of one week where the teachers meet and listen to lectures on methods, science, child-study and kindred topics, and go away rested, energized and enthused, is much more beneficial than two weeks of hard work in hot weather, where the teachers go home exhausted from the attempt to do academic work in so short a time.

The average attendance in the country schools has been increased during the past year by introducing report cards. The work of the county superintendent must be largely confined to the supervision of the rural schools. Our town and village schools are as a rule in very much better condition than the country schools.

By virtue of their work most successful teachers are optimists. We much prefer to look upon and speak of the bright side of every proposition. However it is sometimes a wholesome tonic for educators to face honest facts. If this report is helpful to the educational interests at large, it must deal with facts; it must contain truth. If one half of the reforms suggested and outlined by our state superintendent in his last biennial report could have been put into operation by our school officers and our state legislature, we would have much better schools in Warren county. As long as we continue under our present system of school laws we will have unsatisfactory work in rural districts. Teachers not well prepared, pupils quitting school while yet in their 'teens, poor attendance, little children compelled to walk one and one-half to three miles, school grounds and out-buildings in bad condition, school houses poorly equipped, low wages, many districts employing a different teacher for each of the three terms in one school year,—these and many other conditions unfavorable especially to the rural school, will in a large degree continue until our school laws are changed.

We have in Warren county ninety-five school corporations, seven of which are school townships with fifty-two sub-districts, twelve independent and seventy-six rural independent districts. Out of this number forty of the

rural schools employed during last year three different teachers; sixty-six hired two, and only twenty-two out of one hundred twenty-eight retained the same teacher during the three terms. Very little permanent good can be accomplished where the teacher remains in the district for so short a time.

Under the present regime we have in this county five hundred thirty school officers scattered over an area of thirty-six miles square, doing the business that could be more systematically performed by boards of three or five members in each township. While we have a few rural schools with forty to fifty enrolled, a large number have an attendance of from eight to fifteen, and a few with even a lower average attendance. Several districts have been almost depopulated by the land passing into the hands of large land owners. With these conditions, and with the fluctuating teaching force which we now have, the prospect for the rural school is not bright.

The principal reforms now needed are: a law placing the work of certifying teachers to teach in our public schools entirely in the hands of the state board of educational examiners; a law making the civil township the unit of organization with proper qualifications; a well qualified compulsory educational law; state uniformity of text-books; appropriate legislation as to the wages which public school teachers should receive; a law defining the powers and duties of county superintendents. These are a few of the changes which are most needed.

Many other appropriate subjects might be discussed with profit, but space will not permit.

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## WASHINGTON.

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MARY M. HUGHES, COUNTY SUPERINTENDENT.

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Since 1874, when Miss Harris was elected county superintendent of Washington county, the educational interests of this county have been in the hands of lady superintendents. The value of their work is demonstrated in the conditions of educational work and in the high standard of scholarship demanded here. While conscious of many defects, and realizing the many needed improvements in our schools, yet we do not fear a comparison with our sister counties.

For several years our county institutes have taken their legitimate place, as a school of methods and inspirational help to teachers. The aim has been and is to secure the instructors who are experts in their work, and intensely practical in their applications, especially for the needs of the rural schools. The demand for a higher standard of scholarship is being met by attendance at the state normal and other schools and colleges. The attendance at the state normal registers Washington first of any county in southeast Iowa.

The plan of holding district meetings has been carried out during the last year and has been quite successful. Every teacher in the county has a place on the program, and, with a very few exceptions, they respond. It has the advantage of causing every teacher to think rather than a few leaders, only.

We have some excellent school buildings in the county and some very poor ones. There is a sentiment growing toward more modern rural school-



houses, and the latest one is to be equipped with a furnace, a move in the right direction. The need of better schoolhouses in the country is very evident.

The central school examination has compelled a closer adherence to the course of study for Iowa schools. The county is divided into districts, and these examinations are held by the principal of the graded school situated in the district. The county superintendent grades papers. This gives the recipient of the diploma a trial admission into any of the high schools of the county.

The salary question is the most discouraging one in the county at present. The salaries for spring and fall terms range from \$20.00 to \$30.00, and from \$30.00 to \$40.00 for winter terms. The scarcity of rural teachers has a tendency to improve this somewhat. One reason for the low salaries is the small enrollment of many of our schools.

The library question has been agitated, and now there is a library in almost every school in the county. At least twenty-five new bookcases have been placed in the schools during the last year. This will mean many more books as it will be a constant reminder. The teachers are enthusiastic over this phase of the work and much credit is due them.

In this limited space it is impossible to set forth the advantages; and also the disadvantages of our school system, but from our standpoint we consider that the good far outweighs the bad, and we are hopeful for the future of our schools.

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### WAYNE.

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INEZ F. KELSO, COUNTY SUPERINTENDENT.

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The progress of the public schools of Wayne county has been steady during the past year. During last July a summer school was held in Corydon for the benefit of the teachers. A session of four weeks was planned to immediately precede the regular institute always held in this county in August. But a smallpox scare in Corydon caused the board of health to order the opening of the school to be deferred one week. Consequently a three weeks' session was all that was possible. This summer school was the first thing of the kind ever attempted in the county, and it was a marked success. The enrollment was eighty-two, and the quantity and quality of the work was exceptionally good. The two weeks' session of the institute which immediately followed showed an enrollment of 159. The number of teachers is scarcely large enough to supply the demand. As a consequence wages are slightly advanced.

The new music law is meeting with approval among the teachers and patrons. The teachers have made a commendable effort to meet the requirements of the law, and the teaching of music is being taken up with earnest spirit in the schools.

A large percentage of the schools have cheerfully complied with the new library law, and have made a start toward a public library. Every school corporation except one met the county superintendent last November and made out lists of books for their respective schools. It transpired that one

of these corporations did not send for the books after the list was made out. It was recently discovered by the county superintendent that one corporation never received the books that were ordered. With these exceptions, the forty-six corporations of the county have fulfilled the requirements of the library law.

One of the greatest educational needs in this county is a compulsory school law. The average attendance is much smaller than the enrollment in nearly every school. A greater part of this difference is caused by neglect and indifference on the part of the parents.

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### WEBSTER.

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ALFRED L. BROWN, COUNTY SUPERINTENDENT.

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Webster county has greater natural resources than most counties in central Iowa. Its deep alluvial soil produces abundant crops with never-failing regularity. Its coal beds extend for miles along the Des Moines river valley. The gypsum deposits near Fort Dodge are practically inexhaustible. In a number of places there are immense beds of clay which produce the finest of brick, while that of one locality is used for making pottery.

With such advantages as these it is not to be wondered at that the county was settled early, and that the settlers had little trouble in raising sufficient revenue to support their schools.

As a rule the early schoolhouses were not close together. Large numbers of scholars assembled in each for instruction in the three R's, and many names now prominent in our state's history give evidence that the work was well done. The ages varied from the child of five to the young men out of their teens. The families being large, the schools were well attended, especially during the winter terms. Whatever else the schools may have lacked, they had an enthusiasm that can only be found where the numbers are large, and a friendly rivalry exists in the work.

As the country became more thickly settled, the number of schoolhouses has increased till there are 189 now in the county. The urban school population is increasing more rapidly than that of the rural districts and the average daily attendance is much better, being last year fifty per cent of the school population, while in the rural districts it was but forty-four per cent. This is largely due to better schools and greater ease in reaching them. In the graded schools the average daily attendance was twenty-nine pupils for each teacher. In the rural schools it was but thirteen.

We need consolidation of rural schools, and transportation of the children. The matter is receiving considerable attention, and the better informed of our citizens are very favorable to it. It is very hard to overcome the mental inertia of the mass of the people, however.

The rural schools are fairly well classified and the state course-of-study is in use in all our schools. Classification is greatly hindered by the great diversity of texts in current use. An attempt was made to overcome this by the adoption of county uniformity, but at the last annual meeting it was voted down by a very small majority.



The library movement has shown very pronounced results here. Ninety per cent of the rural schools now have good libraries. Over \$2,000.00 was expended for school library books during the past year. The teachers have shown a very great interest in this work, and have interested their directors and patrons in it.

The teachers' library of 1,200 volumes is open to all the teachers of the county. The central library is in the office of the county superintendent, and eight traveling libraries of about 100 volumes each are located in the various towns of the county.

The Webster County Teachers' Association held two very successful meetings last spring at Gowrie and Dayton. The Professional Teachers' Association, composed of those holding first-class and state certificates, held two meetings at Fort Dodge. This county is included in the Inter-County Association, which held its meeting this year at Humboldt.

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### WINNEBAGO.

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K. N. KNUDSEN, COUNTY SUPERINTENDENT

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During the past year, the growth of the schools of Winnebago county has been sound and substantial. Not only have we a better equipment than formerly, but the attendance is more regular, the teachers on the average, better qualified, and the work in general more systematic and effective.

When compared with the larger counties of the state, the number of rural schools are found to be fewer and the amount of clerical work less, and the county superintendent can consequently devote more time to visitation and supervision of schools. It has enabled him to give more aid to the inexperienced teacher in planning the work at the opening of a school; to encourage the use of the course of study and enforce the use of the classification register, thereby preventing as much as possible the loss of time during the early part of a term; through more frequent visitation, to co-operate with the teachers; and last, but not least, to keep in touch with the patrons throughout the county.

Although we feel that the conditions for effective work is better than in larger counties, we find that the territory is still too large for efficient work in supervision. It is found that it is through the competent teachers that the large mass of the people are reached and influenced, and to their faithful work the growth of our schools must be principally attributed.

Considering this fact, efforts have been made to plan the work of the normal institute to suit the needs of the more capable teachers. Academic work has been considered secondary. Persons needing a review in the subject-matter should obtain that elsewhere. The institute cannot take the place of the school. Must the capable teacher that comes to gain inspiration continually be checked and handicapped in order that special attention may be given the weaker ones? Is it by the enlightenment of the weaker teacher that the standard of the profession is raised? Will they as they climb push the more competent to a still higher level? Is not the reverse true, that it is the enthusiasm and inspiration of the efficient teacher that

encourages the weaker ones and raises them to a higher and broader plane of action?

The lack of efficient teachers, we consider the greatest educational need of our schools. In regard to the many plans that have been advanced for securing better teachers, we would only suggest that as long as the present system of the one room rural school continues, the demand for efficient teachers will always exceed the supply. For under the present system, it is often found necessary, after having selected the more competent of the applicants for teachers' certificates, also to license a number less capable in order to fill the number required in the county. The consolidation of districts and the transportation of pupils would greatly lessen the number of teachers employed. This would insure the selection of the more competent teachers, longer and more steady employment, and better salaries.

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### WINNESHEIK.

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E. J. HOOK, COUNTY SUPERINTENDENT.

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The county of Winnesheik comprises twenty civil townships. Of these twenty townships, fourteen have the sub-district system, and six, rural independent districts. Besides the rural independent and sub-districts, there are twelve city or village independent districts, making in all sixty school districts in the county. Private and denominational schools are represented by the following institutions within our borders.

In Decorah, Luther College, with the venerable president Larsen at its head, and ten teachers in 1901 with an enrollment of 207, exclusively young men; Decorah Institute founded in 1874 by the late Prof. John Breckenridge and now under the management of Mrs. Breckenridge, his widow. In 1900-1901, this school had twelve teachers and an enrollment of 434. Valder Business College and Normal School under the management of Prof. C. H. Valder, with eight teachers and an enrollment of 300 in 1900-1901; Immaculate Conception Academy under Rev. Fr. Hawe, with three teachers and sixty pupils last year; St. Wencezlaus Academy at Spillville, presided over by Rev. J. Dostal, with two teachers and eighty-five pupils in the past school year; at Ossian, St. Francis De Sales Academy under Rev. Fr. Warning, with three teachers and 124 pupils.

The teaching force of Winnesheik county, as at present constituted, comprises about ten state certificate holders, thirty first-grade certificate holders, one-hundred-forty-eight second, and seventy third-grade holders, with eight special branch certificates. For first grade, the requirements are: thirty-six weeks' experience, and an average of ninety-two per cent in the common branches, with no branch below ninety per cent, except in Civics, Economics, Physics and Algebra the standing may be as low as eighty-five per cent. For second grade, the requirements are at least one term's experience, unless practical work has been given to applicant at Cedar Falls, an average of eighty-five per cent with no branch below seventy-five per cent; and for

third grade, we require an average of eighty per cent with no branch below seventy per cent. The state examination questions are used and absolute value given only, to answers to the questions. The age limit is placed at eighteen for females and nineteen for males.

These requirements have had the effect of preventing a superabundance of meagerly prepared, *young teachers*, has raised the average age to 22 and the salary from five to seven dollars a month for the better prepared class of teachers, so that with matrimony invading the ranks, and many young men and women entering other lines of work, the supply of teachers has fallen below the actual demand under present existing conditions. A judicious application of the consolidation and transportation idea, however, could and would relieve this situation to the mutual benefit of teachers and pupils.

#### MEANS OF PROFESSIONAL ADVANCEMENT.

Under this heading I have chosen to include the institute, teachers' meetings, libraries and professional books and papers. An annual institute is held in Decorah continuing two weeks. In it there have been enrolled nearly all the teaching force of Winneshiek county. The character of the work given has been a mixture of the academic and professional, as this sort of work seems best adapted to the teaching fraternity of the county. A series of round tables have been introduced and much good to the more experienced and advanced teachers has been the result. Besides the regular institute, there have been held sectional meetings throughout the county during the year. These are announced a few weeks before the date of the meeting and programs containing names of those who are to lead in discussing chosen topics are mailed to all teachers in the section where the meeting is held.

Libraries have been placed in nearly every district in the county, and in these libraries have been placed one or more books especially intended to be helpful to *teachers* in their profession.

The course of study is being used so far as conditions will permit in the several districts, but irregularity in attendance and in the length of terms, and frequent changing of teachers render it difficult, yea, impossible, to carry out its provisions with satisfactory results.

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WRIGHT.

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ANGUS MACDONALD, COUNTY SUPERINTENDENT.

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It is a trite saying and an excusable platitude to repeat, "necessity is the mother of invention." Like all things, the rural school was created to satisfy a want, a need.

Forty years ago it stood at the edge of the clearing. It was the social center; the day school, the singing school, the spelling school, the church, the town meeting, the war meeting, the baptismal, the marriage vows, the last of earth for love and life and death were there. Clothed it is, in all the tender memories of the past. All good enough in its day. The old school-house is still at the forks of the road, while the farm, the factory, and the

forum have been climbing the hill of progress. An army is an idea in motion. The rural school is an idea at rest; it is Diogenes in a tub.

‘Our little systems have their day;  
They have their day, and cease to be.’

Every revolution has a cause and the reason lies in the condition, and the cure may be effected by removing the cause that produces the condition, therefore—

*The Conditions.* There are 134 rural schools in Wright county, nearly all are supplied with libraries, very few have good blackboards, and in many the seats are too large compared with the pupils; it may be said that the schoolhouses are a fair type of the rural school. Shall we look into the life of these schools? Mind you, that after years of noble work on the part of strong men, heroic women, and sometimes martyred children. *Martyred*, yes, and because of conditions that exist; the rural school is still the rural school—without the ox gad, thank God. With the courses of study, classification and gradation, better books, better teachers, with a salary that is less on the average than the man who drives the mules, and I rise to ask: Is it because the children are of less importance than the mules, or because the leader of the children can be hired for a less sum than the driver of the mules? You may float the flag over every schoolhouse, you may call it the ‘‘Temple of Science,’’ and it is well; you may use language ornate and imagination fertile, the country school is the country school.

Thousands of parents all over peerless Iowa are sending their little ones to the rural school that they may have a better education than father and mother, that they may have a better chance in life. It is a work of love. Blessings on the fathers and the mothers; prayers for the children, and action, intense, heroic action by every one who dares to stand before the old schoolhouse and say, ‘‘I love you for the good that you have dene, but you have had your day.’’

Look at the children trudging through snow, rain, through barbed wire fence to get around ponds, across fields any way to get to the school. Often in these schools there are thirty-five to forty pupils, while in others the average daily attendance is from one-half up. The first condition making too many classes, and individual work for one teacher under the most liberal classification almost impossible; the latter condition needs no argument to cause it to fall. All ages, all degrees of advancement are there. No trouble about the heating; for if a child finds that one side of his body is sizzling, if permitted he can turn the cold storage side toward the stove; no difficulty about the ventilation, because the windows may be so painted that the teacher cannot lower them from the top; there may be window lights out and then the windows may be opened below, and the door thrown open, when teacher and school may have some free oxygen to breathe, and if they do not die from the effects of the sudden chill, they have the choice of carbonic acid gas, foul odors, drowsiness and dullness; no need to be anxious if the stove smokes from whatever cause, the director will remove the cause next term, and while you cannot study while you are breathing carbonic oxide, you can pray that the school will close at four o'clock; no necessity about water, there is plenty a mile away and all you have to do is to go after it, and the out-buildings, what shall I call them? Verily, the rural school is still the rural school, and a decent respect for the plain truth needs no rhetoric to set it off.

Through the efforts of the teacher and the children, a few pictures of real art adorn the walls, and such walls! not always it is true, but often, and the floors! No danger about the microbe, it has plenty of room—and the child, there is the rub. Turn the facts as you will, even with a large hope, and what have you? The log cabin is gone, the whipping post is gone, Uncle Tom's cabin is no more, the flail and the sickle are forgotten, the spinning wheel and the candle are in the junk pile, the bleeding a man because he is dying for want of blood, that he may get well, has gone with all the rest and the rural school is passing to join its companions and to a rich reward for the good that it has done. Men point to certain constellations of great men and say: "These are the products of the common school," but that is not an evidence, it is the exception. A man falls sick and wants to be better, takes medicine, and if he succeeds in overcoming the effects of the medicine and the microbe he gets well. So men and women become great in spite of their early training.

Rural mail delivery is a fact; rural telephonic communication will be tomorrow; the transportation of pupils to a central school should be today. Some of us love the old because it is old, even barnacles anchor to a tub. Cobwebs keep out the light.

I would not take one tribute from the common school that it has justly won, for I wish to praise Cæsar and to bury him.

#### THE CURE.

The common school has served its day and in its place has come the central school. As the transportation of pupils to a central school is beyond the experimental, and from its fruitage we know that it has come to take the place of the old rural school.

Men say that we cannot take boys and girls from the home at 8 o'clock in the morning and bring them back at 5 o'clock in the evening. Why not? Does the child exist for the parent or the parent for the child?

Destroy township lines, county lines even, so far as school organization goes, and then the so-called remote corner districts will disappear.

Give to the state a liberal compulsory educational act that has been tested. Plant corn where the old school buildings now stand. Give every child an equal chance.

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## **CHAPTER XII.**

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### **REPORTS FROM HIGHER INSTITUTIONS.**

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## HIGHER INSTITUTIONS OF LEARNING.

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The sketches of the educational institutions of the State were prepared in response to the following request:

*To the President or Principal:*

DEAR SIR,—In the forthcoming Biennial Report to be issued from this department this year, I desire to publish a statement from you regarding the institution over which you preside.

It seems to us fitting that at the opening of the twentieth century, a complete and just view of the origin, history, plans, courses of study, special methods, aims and objects, results achieved, and resources—educational, literary, financial and material—of the universities, colleges, normal schools, seminaries, academies, scientific and professional schools, and other leading institutions should be written and preserved for posterity through the reports of the department of public instruction.

A statement embodying the chief points above enumerated must not exceed 1,000 words, exclusive of statistical statement, owing to the number of institutions to be reported and the brief space that can be given to this historical review in the report.

I express the sincere hope that you will find the time to co-operate in this work, in order that we may convey to our immediate successors and also to future generations, a true and complete account of the educational work of the state.

Yours very sincerely,

RICHARD C. BARRETT,  
*Superintendent Public Instruction.*

August 6, 1901.

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### BUENA VISTA COLLEGE.

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STORM LAKE, REV. E. E. REED, M. A., PRESIDENT.

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Buena Vista College was organized by a joint commission of twelve members chosen by the Presbyteries of Sioux City and Fort Dodge. The commission met in Storm Lake, July 8, 1891, and completed the organization and incorporation of the college on July 9th—the following day. The Synod of Iowa, in stated session at Boone, in October, 1891, unanimously adopted the college as its own, and elected the board of trustees to whom is intrusted the control of its property and the management of its interests.

The aim of Buena Vista College is to furnish the education that the age demands.

In seeking to do this it has not been the purpose of the management to lower the standards at a time when the trend is towards a more thorough education, but to give in every particular as good as the best. Classical education is fostered and encouraged as that which is tested and time-honored. To these, scientific and philosophical courses of instruction have been added.

Though the school has a college charter, it has not attempted to teach the full college course but has done thorough work as far as it goes. The last two years will be taught and regular college degrees conferred when sufficient endowment has been secured to afford thorough instruction for the complete course.

In addition to the academic and partial collegiate departments, commercial, normal, musical, and elocutionary departments have been maintained.

Buena Vista College stands for Christian education in the full meaning of the term. Not that its purpose is to teach religion or theology, but all knowledge and truth is made to savor of that higher wisdom that is from above. Truth is valued for truth's sake. But it is made to assume its proper relation to Him who said, "I am the way, the truth, and the life." It is a denominational school. By this a Christian management is insured, and a wholesome moral and religious atmosphere will be preserved. It is not however a sectarian school. Students of all faiths are welcomed and their religious beliefs are not interfered with.

Storm Lake, with its beautiful lake, and clean, wide, streets, with its bordering parks, and its Christian homes and churches, was chosen after patient and prayerful inquiry concerning many offered sites, as the location for Buena Vista College.

Storm Lake has three railroads giving good connections from all directions. The influences are helpful and temptation is removed from young people as far as it possibly could be.

The college is located in the west part of town on a beautiful elevation gently sloping to the lake.

The campus drains nicely and is well fitted for games and sports. Around and across it have been laid drives and walks, along both sides of which trees have been planted adding to the natural beauty of the grounds.

*Buildings.*—The main building is an elegant brick structure trimmed in cut stone. Its dimensions are 72 feet by 90 feet with three stories besides a high, roomy attic. It contains twelve recitation rooms, a chapel seating 300, a museum, a library and a reading room, and working room in connection with the laboratory. Two well lighted rooms in the basement furnish a home for the college press. Its cost exclusive of all furnishings was \$25,000.

The Miller-Stuart house is the president's home. It stands across the street from the college, is roomy, well planned, and substantially built. It was erected by a former president, but has since been purchased by the munificent gifts of the Rev. Wm. Miller of Des Moines, and Mrs. Lois G. Stuart of Audubon, and by them presented to the college.

The ladies' cottage and boys' hall are two large and well planned buildings owned by a friend of the college and used for dormitories by the students. It is the expectation that the college will come into possession of them in the course of time as it now has of the Miller-Stuart house.



Buena Vista has a very fine library for so young an institution. It has over 3,000 volumes well classified according to the Dewey system and affording fine and first-class advantages to the students of all departments. The shelves are well supplied with cyclopedias, dictionaries, histories, bound copies of reviews and magazines, and a large collection of special treatises on all manner of subjects.

The laboratory is being steadily improved. It is now well equipped for illustrative experiments in physics and chemistry. Recent additions of apparatus have made possible much exact experimental work. During the present year several pieces of costly and delicate apparatus have been added which were much needed, and which greatly increase the efficiency of the science departments.

The museum has grown to considerable size for a young college, and contains a large variety of valuable specimens.

The commercial department is conducted on the business practice method with the budget system of bookkeeping, and the Graham method of shorthand. Three courses are given, viz., a business course, a shorthand course and a commercial-academic course consisting of a three years requirement above the eighth grade.

The normal department has six courses of study, viz., two review courses, two courses of three years each, above the eighth grade, leading to the degree of B. Di., and two advanced courses leading to the degree of M. Bi.

The musical department has five pianos and a Virgil Clavier. The standard of work is high in both the instrumental and vocal courses with a literary requirement of seven units above the eighth grade, including musical history and harmony.

The department of elocution and physical culture is well sustained under a competent instructor.

An endowment of \$100,000 is being raised by the president, over \$28,000 of which has already been subscribed.

#### A STATISTICAL SUMMARY.

When established.....	1891
Number of Professors .....	9
Number of other teachers .....	5
Number of lecturers.....	3
Students in college work .....	10
Students in preparatory work.....	20
Students in other courses (some are in two dep'ts)...	319
Number enrolled 1900-1901.....	255
Value of buildings, furniture and grounds.....	\$35,000.00
Amount of endowment, exclusive of buildings, etc...	\$1,300.00
Number of volumes in libraries.....	3,500
Value of libraries .....	\$3,000.00
Value of apparatus.....	\$1,000.00
Charge per annum for tuition in regular courses.	\$34.00 to \$49.00
Room, and necessary incidental expenses per annum,	
Room, 50 cents; board.....	\$1.75-\$2.50
Average of total annual expenses per student.....	\$160.00

Number in last class graduated: Males.....	10
Females.....	7
Whole number of graduates since organization of institution.....	83

### CEDAR VALLEY SEMINARY—OSAGE.

ALONZO ABERNETHY, A. M., PH. D., PRINCIPAL.—HISTORICAL SKETCH.

The Cedar Valley Seminary was founded as a Baptist academy in 1862, by the joint efforts of Prof. Alva Bush, the citizens of Osage, and the Cedar Valley Baptist Association of Iowa.

Prof. Bush became its first principal, and opened the school January 10, 1862, in the new building erected by the citizens of Osage for a court house. The school continued to occupy rooms in this building until 1869, when the county seat having been removed to Osage, the citizens erected the two-story brick seminary building to which the school was transferred in September.

The first class to graduate from the seminary was in 1871. It was a class of nine, each member of which is still living, two of the members being leading attorneys, one now on the bench, three physicians, one on the medical faculty of the State University, and one minister. Of the two lady members, one married a minister, the other an editor, and both are women of culture.

In 1876 a few books were secured to start a library, which has steadily grown until it now numbers 4,000 volumes, and is classified upon the decimal system, for convenient use of teachers and students.

Dr. Bush remained at the head of the school until the time of his death in June, 1881, and his name will ever remain associated reverently with the founding and maintaining of the school during the first nineteen years of its history and growth.

July 30, 1881, Col. Alonzo Abernethy was chosen principal, and still occupies the position.

In 1885 and 1886, two additional school buildings were erected for use as dormitories, dining hall, music, and art rooms, and society halls. The commercial department also occupies one suite of rooms.

The campus has been three times enlarged in recent years, by purchase of adjoining property.

A physical and chemical laboratory, begun in 1883, has grown from year to year, with additions of apparatus and appliances as funds and room would permit.

Early efforts to raise money for endowment were not very successful as the country was new and contained little wealth, but since about 1890 additions have been steadily made to the endowment fund.

In the year 1891 an effort was begun, in co-operation with the American Baptist Education Society, which resulted in adding \$25,000.00 to this fund, besides some real estate.

In 1889 Dr. P. S. Whitman and wife of Georgia, gave to the trustees some real estate situated in Iowa, and received a life annuity therefor. This property was sold for about \$15,000. Later they gave other valuable prop-

erty in Georgia. A number of other friends have given in recent years valuable property which is being converted into endowment for the support and enlargement of the school.

The business affairs of the seminary are managed by a board of fifteen trustees, chosen chiefly from the leading business men of Osage. They have guided its policies, protected its interests, and promoted its material growth; have given freely of their time, services, and means, some of them for many years, and become familiar with all its work and needs. They have kept the institution on a sound financial basis and free from debts of any kind.

There are three four year courses of study and two shorter courses which students may enter.

The average number of students pursuing regular academical studies in recent years is about two hundred, besides forty or fifty more taking special studies. The whole number of alumni, including the classes of 1901 is three hundred and ninety-six.

A number of permanent scholarships and prizes, have been established to stimulate and encourage excellence of work in different departments of the school.

Various student organizations are maintained; religious, literary, musical, athletic, etc., which have proved helpful and healthful to the student body.

The Seminary has long since passed its period of struggle for existence. Besides giving more or less of useful training to the large number of students who come every year to its doors for help, it has been steadily laying foundations for permanent growth and enlargement.

A prominent characteristic of the work of the school almost from the beginning has been to prepare and encourage its students, both young men and women, to aspire after the broad and generous culture provided for in the higher institutions of learning.

#### A STATISTICAL SUMMARY.

When established.....	1862
Number of professors.....	—
Number of other teachers.....	9
Students in college work.....	—
Students in preparatory work.....	50
Students in other courses.....	175
Number enrolled 1900-1901.....	225
Value of buildings, furniture, and grounds.....	\$30,000.00
Amount of endowment, exclusive of buildings, etc....	\$50,000.00
Number of volumes in libraries.....	4,000
Value of libraries.....	\$ 3,000.00
Value of apparatus.....	\$ 750.00
Charge per annum for tuition in regular courses.....	\$ 27.00
Room, and necessary incidental expenses per annum..	\$ 100.00
Average of total annual expenses per student.....	\$ 125.00
Number in last class graduated: males, 10; females, 9	19
Whole number of graduates since organization of institution .....	396

## CHARLES CITY COLLEGE—CHARLES CITY.

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J. F. HIRSCH, A. M., PRESIDENT.

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The Charles City college was founded at Galena, Illinois, under the auspices of the German M. E. church, as the N. W. German-English Normal school, in the fall of 1868. In the first years it had a very rapid growth under the leadership of the veteran educator, Prof. J. Wernli, who was its principal for five years. The first class of eight was graduated in 1871. Not having strong financial backing other than that which comes from general educational collections and the tuition moneys of the students the school had a hard struggle for more than twenty years.

In 1881, the trustees incorporated the school under the laws of Illinois, as a college, and changed the name to German-English college; at the same time they instituted a theological department to prepare young men for the German ministry. While German was emphasized and extensively taught as a language, the general work of the college was and is still carried on in English, and much attention given to the study of English.

As time passed it became apparent that the territory tributary to the school was extending to the west, and a move of the institution to a more central locality became necessary. The citizens of Charles City, Iowa, offered a bonus of \$30,000 in land and moneys and the trustees voted to accept the proposition. Thus a beautiful tract of ground was purchased on an elevation on the southeast side of the city, a massive, three-story brick building erected, and another property with a large dwelling house acquired and remodeled for dormitory purposes.

The grounds and buildings now represent a total valuation of at least \$50,000. A board of twenty-five trustees appointed by the Northwest German Conference of the M. E. church has the general control and meets annually during commencement week for the purpose of appointing the faculty and transacting other necessary business.

As the old name was often found to be misleading, to the detriment of the best interests of the school, it was finally changed in 1895 to Charles City college, and thus it is now generally known. At Charles City the college has had a slow yet steady growth. In the first year its enrollment was 109; last year (1900-01) it reached 246.

The following items taken from the president's report to the trustees for the year ending June 10, 1901, may be of general interest: Enrolled from Floyd county, 179; outside the home county from Iowa, fifty-one; from South Dakota, eight; from Wisconsin, four; from Illinois, one; from Minnesota, one; from North Dakota, one; from New York, one. In the collegiate courses, thirteen; in the college preparatory, twenty-two; in the normal course, sixty-four; in the general preparatory, forty-three; in the commercial, fifty-four; in shorthand and typewriting, seventeen; in elocution and physical culture, thirty; in instrumental and vocal music, seventy-five; irregular, nine; total different students, 246. The graduating class num-

bered fifteen; one in the classical, four in the college preparatory, one in oratory, one in piano, seven in the commercial, and one in both commercial and the shorthand course.

The total valuation of grounds and buildings with fixtures amounts to upwards of \$55,000. The endowment fund which is practically all productive, sums up to \$25,000. Of late years friends are leaving bequests, etc., thus adding to this fund from year to year. The college has no debts.

While Charles City college is still numbered among the small colleges its influence and efforts are felt. The work in the preparatory courses is especially emphasized and here it has developed its greatest strength of late. The higher departments, however, are filling up, and during the last year there were classes in all the college years. The faculty aims to do thorough work in all departments, and this fact is recognized by the public generally and by sister institutions throughout the northwest.

There are six young peoples' societies connected with the college: the Young Men's Christian Association, the Young Women's Christian Association, the Washingtonian Literary (for young men), the Willard (for the ladies), the Teutonia Literary (German), and the Athletic Association. These societies are all very active and represent their respective lines of work.

A boarding hall offers board at actual cost to a limited number, thus making it possible for almost anyone to attend school here with not much more than usual living expenses. The college colors are crimson and old gold.

Charles City college has graduated a large body of young men and women following all possible vocations. Many are engaged in teaching, still more are preaching the gospel in German as well as English charges, some are physicians, some lawyers; quite a number are following commercial pursuits, many are thrifty farmers. All are successful in life and do honor to their alma mater.

#### A STATISTICAL SUMMARY.

When established? 1891, at Charles City, founded at Galena, Ills., 1868.

Number of professors.....	7
Number of other teachers .....	2
Students in college work .....	13
Students in preparatory work .....	65
Students in other courses.....	168
Number enrolled 1900-1901 .....	246
Value of buildings, furniture and grounds .....	\$ 55,000
Amount of endowment, exclusive of buildings, etc....	\$ 25,000
Number of volumes in libraries.....	1,800
Value of libraries.....	\$ 1,500
Value of apparatus.....	\$ 500
Charge per annum for tuition in regular course .....	\$ 35
Room, and necessary incidental expenses per annum....	\$ 40
Average of total expenses per student.....	\$150 to 175
Number in last class graduated .....	Males 11; females 4
Whole number of graduates since organization of institution	129

## CENTRAL COLLEGE, PELLA.

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L. A. GARRISON, B. A., VICE-PRESIDENT AND ACTING PRESIDENT.

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### HISTORICAL SKETCH.

The Baptists of Iowa, realizing the need of a denominational college for the training of their young people, called, in October, 1852, a convention for the consideration of the educational problem. This convention met November 10th, at Oskaloosa. Owing to the inclement weather, a small representation was present. They therefore adjourned to meet again at Pella, in June, 1853. This last named body was one of the most complete representations of Iowa Baptists ever gathered together. When the convention met, full time was given to the deliberation of the various questions before it, and much prayer was offered especially for the direction of Almighty God in selecting the proper location. As a result, the following resolution was unanimously passed:

*Resolved*, That this convention accept the proposed donation of the citizens of Pella and vicinity and hereby locate our denominational institution at said place.

The articles of incorporation declare the object to be the establishment and holding and government of a literary and theological institution in Pella under the particular auspices of the Baptist denomination.

To this purpose the institution has ever been true, and is to-day, as always in the past, distinctively a Christian school. It is here believed and taught that all truth rests ultimately upon the nature of God, that the best learning is that which recognizes Him in his personal relations with men, that the highest culture reaches the heart as well as the intellect, and that the noblest life is a life in Jesus Christ. There is no narrow sectarianism in the policy or work of the institution. To all worthy students of whatever faith, Central opens her doors, welcoming them to an equal place in her work and life.

For forty-eight years the college has steadily pursued its work increasing in strength and influence, never closing its doors for a single term from the effects of our civil war, financial embarrassments, or any other cause.

Central College was still in its infancy when Sumpter was fired upon and Lincoln issued his call for troops. Her brave and loyal boys, to the last man able to carry a musket, volunteered and marched to the front one hundred and twenty strong, including A. N. Currier, the latin professor. Over twenty laid down their lives to save our country and free a race from bondage; the largest roll it is believed, from any college of its age in all the land.

For the past thirty years Central has been doing full college work.

The positions taken by her alumni in the various walks of life indicate the thoroughness of the work done in the class rooms.

The aim is to do work that will tell for life; to send forth men and women thoroughly fitted for that sphere in which their lot may be cast.

Pella, the city in which the college is located, was founded by a little band of Hollanders who, having been persecuted in the home land for their religious belief, fled to this country for refuge. Amidst these liberty-loving and God-fearing people, our early Baptist forefathers decided that their children would be safe, and founded the institution at Pella, Iowa, in 1853. With broad, well-shaded streets, water system, electric lights, telephone system, beautiful homes, attractive churches, refined society, Pella, now over fifty years old, having 3,000 inhabitants, is an ideal place for under graduate school work.

#### A STATISTICAL SUMMARY.

When established.....	1853
Number of professors .....	7
Number of other teachers .....	8
Students in college work.....	20
Students in preparatory work.....	69
Students in other courses.....	161
Number enrolled 1900-1901.....	234
Value of buildings, furniture and grounds.....	\$ 60,000
Amount of endowment, exclusive of buildings, etc.....	24,000
Number of volumes in libraries.....	4,000
Value of libraries.....	\$ 5,000
Value of apparatus.....	3,000
Charge per annum for tuition in regular courses.....	24
Room, and necessary incidental expenses per annum...	110
Average of total annual expenses per student.....	\$135 to 175
Number in last class graduated.....	Males 6; females 1
Whole number of graduates since organization of institution	127

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#### COE COLLEGE—CEDAR RAPIDS.

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SAMUEL B. M'CORMICK, A. M., D. D., PRESIDENT.

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Coe College had its origin in a school which the Rev. Williston Jones, pastor of the First Presbyterian church, opened in his own house in 1851. Fifteen hundred dollars were given to it by Daniel Coe, of New York state, one thousand dollars of which were used for the purchase of eighty acres of ground adjoining the then small town of Cedar Rapids. The college campus is situated on a part of this ground, now in the heart of the city. The college still owns about forty thousand dollars in lots; the remainder has been sold from time to time and has provided the college with most of its assets. In 1881 the school was incorporated as a college, with Rev. Stephen Phelps, D. D., as its first president. In 1886 he resigned, and in 1887 Rev James Marshall, D. D., of New York, was chosen as his successor. He served until his death, in 1896. In 1897 Rev. S. B. McCormick, D. D., was chosen the president and is still serving in that capacity. The college is under the Presbyterian synod of Iowa and is managed by a board of thirty trustees. The college has one hundred and twenty-one graduates, all living. Its productive funds amount to sixty thousand dollars, but steps are now being



taken to increase this to two hundred thousand. Its professors number sixteen. In 1900-1901 the students in the literary department numbered two hundred and forty-three and in all departments three hundred and twenty-six. It has a preparatory school and a musical department. Coe is distinctively a college, having courses leading to the three college degrees, bachelor of arts, philosophy, and science. The semester term plan is in operation and the group system of studies has been adopted. The standard of the college is high and its work is noted for thoroughness. A large number of elective courses are offered. The language requirements for admission to the freshman class include, in the classical course, two years of Greek and three of Latin, in the philosophical, three of Latin and two of German, and in the scientific, two each of German and French. Graduates from the accredited schools, as listed by the committee of the State Teachers' Association, are admitted on certificate. The college is favorably located, both as to its moral and intellectual surroundings and as to the city itself, a railroad center and easy of access from every part of the state. Besides the college library, which numbers four thousand volumes, and to which additions are being rapidly made, there are in the city two other libraries open to the students. These libraries are valuable and are growing in size and usefulness, under the very careful management of the authorities. The Masonic library and museum is close to the college, and the city library is but a few blocks away. The two Christian associations of the city, with finely equipped gymnasiums, furnish a splendid opportunity for physical development. The athletic grounds on the campus, for tennis, base-ball, and foot-ball, have been made complete by the addition of a field house fitted up with baths and lockers. In the summer of 1901 a quarter-mile cinder track was laid, and thus opportunity is given for physical training throughout the entire year. In its laboratories, physical, chemical, biological, and psychological, Coe College excels. All these are thoroughly fitted with apparatus and provision is thus made for a thorough study of psychology and the sciences. The museum is a valuable addition to this equipment, and has been classified thoroughly, so as to be at the service of the student. Williston Hall, designed to accommodate about fifty young ladies, is their home while attending college and is delightful in all its appointments. The young men find rooms in homes adjoining the college at the most reasonable rates. Like all Iowa colleges, the annual expenses of the student at Coe are very low. They need not exceed two hundred dollars. Abundant opportunities for self-help reduce these expenses in a multitude of cases. There are four literary societies connected with the college, and these occupy their separate halls, exquisitely furnished, on the second floor of Marshall Hall. Special facilities are possessed for preparing the student for the four great professions, of law, medicine, theology, and teaching. Two papers are issued from the Coe College press, one managed entirely by the students, *The Cosmos*, and the other, *The Courier*, published under the direction of a committee of the faculty. A course of lectures by eminent men from abroad is given each year on Friday mornings. The college is Christian, not sectarian. The two Christian associations flourish and their membership includes the great mass of the students. A great many prizes have been provided for students who excel in the various departments of the college work. A summer school has been in successful operation during



the past three years. Its design is to give the student an opportunity to remove conditions, to make a study of special subjects, and to enable teachers to review branches of study necessary in order that they may secure certificates to teach.

Coe aims to secure the highest scholarship among her students and develop in them the noblest traits of character. Fidelity to duty, thoroughness of work, habits of promptness and accuracy, are held to be of first importance. Attendance at chapel daily is required of all the students and on the Sabbath attendance at the church of the students or parents choice. The faculty is in closest touch with the student and at the same time the young people are given the largest liberty for the development in themselves of self dependence and upright character. Such institutions, and Iowa has a large share of them, are of the greatest importance in the development of manhood and womanhood and they form a most valuable part of the educational force of our state. Depending as they do for their support upon the beneficence of good people and aiming at the highest things in both education and moral excellence, it is not strange that they have been, from the beginning of our history as a nation, sources of power and influence. As such, they will doubtless continue to be nurtured and will find a larger place in the affections of the people.

#### A STATISTICAL SUMMARY.

When established (incorporated as college 1881).....	1851
Number of professors.....	16
Number of other teachers.....	4
Students in college work.....	153
Students in preparatory work.....	90
Students in other courses. ....	113
Number enrolled in 1900-1901(in all courses omitting duplicates).....	326
Value of buildings, furniture and grounds.. .....	\$100,000.00
Amount of endowment, exclusive of buildings, etc., (\$40,000 additional not income producing now) ....	61,000.00
Number of volumes in libraries.....	4,000
Value of libraries.....	\$ —
Value of apparatus.....	\$ —
Charge per annum for tuition in regular courses....	\$ 37.00
Room, and necessary incidental expenses per annum—Rooms per year.....	\$ 30.00
Board per week.....	\$ 2.50
Average of total annual expenses per student, about.....	200.00
Number in last class graduated: Males.....	9
Females.....	5
Whole number of graduates since organization of institution.....	121

### CORNELL COLLEGE.

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WM. FLETCHER KING, A. M., LL.D.

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Mount Vernon, the seat of Cornell college, is celebrated for its beautiful location and its high moral and literary atmosphere.

Tradition records that when Rev. George B. Bowman, D. D., the founder of the college, first ascended this forest-crowned summit, in the early fifties, and opened his eyes to the beautiful landscape stretching amphitheatre-like in all directions, varied by undulating plains, semi-circular river-bluffs, blooming prairies and waving forests, he was deeply impressed with the conviction that Providence had designed this for the seat of a Christian college. And withdrawing to nature's temple, within a clump of trees, he with uncovered head dedicated the site and himself to the holy cause of learning.

He and his co-laborers at once determined to realize his vision. The first building was completed 1853, and school was opened in November of that year under the name of "Iowa Conference Seminary," with Rev. Samuel M. Fellows, A. M. principal. The school grew rapidly in numbers and influence till 1857, when a college charter was secured. The first president was Rev. R. W. Keeler, D. D., who was succeeded by Rev. Samuel M. Fellows, A. M., in 1860. Since his death in 1863 the institution has been under the presidency of Rev. William F. King, LL.D.

The faculty has increased to thirty-five. No immature or inexperienced teachers are employed in any grade of work. All are specialists in their several departments, and they live close to the students, carefully studying their aptitudes and needs, and giving them the best they possess. Great care is exercised in selecting professors with a view to long and useful service. As a result their present average term of service is 18 3-5 years, giving to the college the advantages of continuity of life and policy.

Cornell has always been endowed with a splendid body of students. The annual attendance in forty-four years, as shown by the catalogs, aggregates 20,560, an average of 467 3-11 per year. The number last year was 716, the largest in the history of the college; of these, 360 were in the regular college classes. There have been graduated to the Baccalaureate degree 900, and about an equal number have received certificates from shorter courses. They are prominent in church and state, in all lines of business and in all professions. The governor, the superintendent of public instruction, and the congressman from the district in which the college is located, all received their degrees from the college.

Four courses of study are provided, classical, philosophical, scientific, and civil engineering, leading to the Baccalaureate degree. The requirements for admission to these several courses are as near as possible equivalent in amount and educational value.

The college is in close affiliation with the high schools of the state and admits the graduates of a large published list of schools to the Freshman

class without examination. For those students who come without sufficient preparation for the Freshman class, an academy of high standard is provided where they may advantageously complete their preparation. Besides furnishing excellent facilities for preparation for college, the academy offers English, normal and commercial courses.

The schools of music, art and oratory furnish the best of instruction and models with advantages of collateral literary work in the college. The May music festival has proved a musical and financial success, overflowing the large auditorium. The splendid Armstrong pipe organ is of great advantage in these festivals. Mount Vernon affords numerous high grade entertainments, musical, literary, educational and social, which are potent in moulding and elevating the youthful mind.

The twelve literary societies of the college are celebrated for their handsome halls, their generous rivalries and their excellent literary work especially in the line of debate. They have triumphed in every intercollegiate debate in which they have engaged.

The campus, together with the athletic field, occupies about seventy acres. From its charming slopes, alternating with forest and lawn, beautiful scenery greets the eye in every direction. It is crowned by five well-appointed college buildings, exclusive of the new fire-proof \$40,000 library building, which is soon to be erected by Mr. Carnegie.

The financial assets of the college, including endowments, buildings and equipments, amount in round numbers to \$550,000. As its income is inadequate for the great work to which it is called, the college authorities have undertaken to raise its productive endowment to at least \$500,000, and they are only about \$150,000 short of this happy consummation. When this is completed and two or three much needed buildings added, the college will be in a condition to easily and effectively carry forward its great work.

The library contains 20,000 volumes, to which the students have free access and they are taught to use it as an apparatus for study and investigation. The reading room is well provided with the periodicals of the day, both domestic and foreign, and the various works of reference.

The college has recently taken an advanced stand in the way of enlarged and well-equipped laboratories. The chemistry laboratory provides for forty students in a section, with tables, drawers, chemicals, water, gas, and apparatus for the practical work of each student. Everything is provided for rapid and accurate work. The physical laboratory occupies two rooms in Science Hall for lectures and experiments, and is well provided with apparatus for practical experiment.

The geological laboratories are unexcelled outside of the great universities. In addition to 12,000 fossils, ores and crystals in the museum, there have recently been placed in the laboratory the Harvard geological models illustrative of the evolution of land forms and the stages of history of rivers, coasts, etc. In apparatus illustrating the new physiographic geology the laboratory is especially rich. It is also provided with petrological microscopes, petrotome, and numerous large models of canyons, plateaus and mountains, and hundreds of lantern slides, charts, photographs and topographical maps. The biological laboratories are provided with tables of the Harvard zoological type, thirty of the best German and American microscopes, dissecting instruments and other apparatus for practical work.

The museum contains a large and valuable collection, illustrative of the various departments of natural history, including shells, corals, sponges, mammals, birds, reptiles, fishes, woods, fibers, seeds and resins. The valuable Power collection of American archæology, installed in eight cases, embraces several thousand specimens illustrating the art and life of prehistoric America.

The physical health of the students is provided for in the gymnasium, and the ample athletic field, where various college sports are liberally patronized, such as track athletics, ball-games, lawn tennis and golf. These sports are under the supervision of two thoroughly trained experts, one for men, the other for women. The thorough medical and other preparation of these teachers fits them for making preliminary tests and measurements and the adaptation of the work to the various student needs.

A STATISTICAL SUMMARY.

When established? As a college in.....	1857
Number of professors .....	15
Number of other teachers .....	20
Students in college work .....	360
Students in preparatory work.....	297
Students in other courses.....	59
Number enrolled 1900-1901.....	716
Value of buildings, furniture and grounds.....	\$204,925.00
Amount of endowment, exclusive of buildings, etc..	\$346,579.81
Number of volumes in libraries.....	20,000
Charge per annum for tuition in regular courses....	\$ 44.00
Room and necessary incidental expenses per annum from... .. \$141 to	258.00
Average of total annual expenses per student .....	\$ 200.00
Number of last class graduated Males, 37; females	17
Whole number of graduates since organization of institution.....	900

DECORAH INSTITUTE, DECORAH.

MRS. J. BRECKENRIDGE, PRINCIPAL.

Decorah Institute is the oldest *purely* private school in the state of Iowa. This school was established September, 1874, by the late John Breckenridge, and by him carried steadily forward for twenty-five years until Friday morning, April the 21st, 1899, about the time in the morning of the usual opening of his school he was, without a moment's warning, called from earth to heaven.

John Breckenridge was born at Ware, Massachusetts, October 26, 1834. Growing to manhood he received the best training for a teacher that the state of Massachusetts could then give. Coming west he taught for a time in Wisconsin as principal of village schools. Afterwards coming to Decorah, Iowa, Mr. Breckenridge carried out a long cherished plan when he established Decorah Institute.

The enrollment of this school again and again overtaxed the capacity of the original house, necessitating building and rebuilding.

Without one cent of outside aid and during two national financial panics and one financial depression of northeastern Iowa, particularly felt in the vicinity of Decorah, Mr. Breckenridge by wise administrative ability not only carried his school safely through these monetary struggles, but provided a means of income to numbers of families and merchants by bringing many students to live and board in Decorah.

Mr. Breckenridge pushed his school onward and upward until it became recognized as a leading preparatory school by the great western universities. With an institution of learning so well established, and representing the life work of so earnest, so good a man, the least his wife and daughters could do when he was called so unexpectedly, so suddenly, away forever, was to take up the work where he left it and carry it on as he would have had it carried on.

The following from the Decorah Republican, written September 5, 1901, gives the status of Decorah Institute at the time this article was written:

Decorah Institute began the twenty-eighth year of its helpful work Monday last, and we are glad to be informed that its outlook is one of promise. The numbers beginning the school year, and the inquiries coming in, point to an attendance that has not been rivaled in recent years.

From its inception, down to date, there has been one pre-eminent characteristic of Decorah Institute. Academic work has never been slighted; it has always afforded high grade privileges to the advanced student, and is one of the few preparatory schools able to give extended work in Greek, Latin, German, the higher mathematics and sciences; but it was the desire of its founder, Mr. John Breckenridge, to offer special advantages to the boy or girl that had been deprived of school privileges in the early struggles and severe labors of pioneer life. To all such his personal instruction—orally and otherwise—was given with a gladness amounting almost to delight. He had acquired a reputation as an educator second to none in this portion of Iowa, and excelled by few in the state; and this ability he devoted to that class of students—those too big and too proud for beginners' classes in our public schools, and yet feeling a hunger and thirst for education. This fundamental idea in the early history of Decorah Institute is still its greatest glory. There are state superintendents like our own R. C. Barrett, and J. C. Halland, of North Dakota,—county superintendents and school principals too many to enumerate,—besides doctors, lawyers and business men who credit this school with supplying the foundations whereon have been built reputations and fortunes; but it still remains true that the highest honors won by Decorah Institute exist in the loving thankfulness of many hundreds of its thousands of pupils who came to it green country boys and girls, barely able to read and write English, and by it were given a love of learning and habits of study that created in them a vigorous, healthy intelligence and a higher type of citizenship.

When Mr. Breckenridge dropped his scepter and other hands took it up, there was a problem: Could this rule and practice—this unusual but commendable system—be successfully maintained with the power and vigor necessary to command success? This problem has been solved by two years of steady growth and an outlook that inspires confidence in the future. For

this citizens of Decorah and every friend of the old school should heartily rejoice.

A STATISTICAL SUMMARY.

When established.....	1874
Number of professors.....	—
Number of other teachers.....	12
Students in college work.....	0
Students in preparatory work.....	20
Students in other courses.....	424
Number enrolled 1900-1901... ..	434
Value of buildings, furniture and grounds.....	\$10,000.00
Amount of endowment, exclusive of buildings, etc...	0
Number of volumes in libraries.....	1,500
Value of libraries.....	\$ 1,000.00
Value of apparatus.....	\$ 500.00
Charge per annum for tuition in regular courses....	\$ 33.00
Room, and necessary incidental expenses per annum	\$ 133.00
Average of total annual expenses per student.....	\$ 150.00
Number in last class graduated: Males.....	5
Females .....	2
Whole number of graduates since organization of institution in college preparatory.....	75
In other work, hundreds.	

DENISON NORMAL AND BUSINESS COLLEGE—DENISON.

W. C. VAN NESS, A. M., PRESIDENT.

The buildings of the Denison Normal and Business College were erected in the summer and fall of 1892 and the school was opened in January, 1893, and since that time it has been in operation almost every week in the year, the summer term of special training for teachers nearly making the year a continuous round of school work.

The institution is a free gift of the people of Denison because they believed that such an institution would be a permanent good to the town and community. Subscriptions were circulated and donations made for the purchase of the ground and the location of the necessary buildings, without the hope of financial gain from the undertaking, further than would come to the town as a whole from the establishment of such an institution in its midst. The subscription was headed with a liberal donation from Governor Shaw and there was scarcely a business man in the vicinity who did not donate something. The donations so made have reached something like \$30,000.

The large plat of ground just east of the college building was purchased and divided into lots and the lots sold, not for personal benefits but all the proceeds going into the funds of the institution.

The piece of ground just east of the city of Denison was chosen for the campus. The location gives one of the most beautiful views that there is in

the vicinity. Away from the business part of town, on a moderate elevation, with the Boyer valley stretching far to the west, a student can have the advantage of quiet, pleasant surroundings and plenty of good fresh air.

The institution is non-sectarian, however purely religious in all its methods. Its purpose has been from the first to avoid the matter of creed, but demand moral uprightness of character.

There is no endowment, but its friends have always stood ready to care for its needs liberally. During the past eight years of its operation, financial aid has been regularly given which has amounted for the time being to an endowment.

Such has been the history of the finances of the college up to the present time. The work of the school has been academic, normal, commercial, music and oratory. In the academic line the aim has been to prepare students thoroughly for admission to colleges and universities. To this there is added some additional work for those who cannot go farther so that they may have a little taste of what is on beyond. Nearly every year some of its graduates have gone to higher institutions and have sought a wider field which would have been closed for them had it not been for Denison.

Special attention has been given to the training of teachers. Not only the necessary branches for certificates have been presented, but the professional work in didactics and pedagogical psychology and training classes for teachers have presented the work of the school teacher as a profession which needs and has a technical preparation.

In commercial work the business methods and practice outside of the actual counting-room have always been presented. The motto has been, "To save time is to lengthen life." Whatever has been devised for the mastery a thorough grounding in the principles of accounts has been made use of in this department.

A part of the building has been set aside by the design of the building for a music department. It is so arranged that the giving of lessons shall not appreciably disturb the operation of the rest of the school. The department has furnished instruction in instrumental and vocal music and is growing in numbers and favor.

Hon. H. C. Laub made a gift of books which served as a nucleus of a library. To this from time to time additions have been made until now there are some 907 volumes at the disposal of the students.

There is also in the museum a fine collection of minerals and forms of sea life, so that much can be gained in this line from direct observation. The physical and chemical laboratories are equipped for individual work by the students. The apparatus for rather more than introductory work has cost something in the neighborhood of five hundred dollars.

There have been in all 167 graduates. Of these there were forty-seven in the normal and academic departments; sixty-four in the commercial department; fifty-one in the shorthand department; five in the music department.

At the opening of the institution Prof. A. E. Whitten was principal. He held this position until July when he resigned and the present incumbent, Prof. W. C. Van Ness, was elected in his place. From the establishment of the institution for seven years Prof. J. H. Holmes had charge of the financial affairs of the school.



A STATISTICAL SUMMARY.

When established? Chartered, 1892; opened in 1893.	
Number of teachers .....	8
Students in preparatory work .....	171
Students in other courses.....	125
Number enrolled 1900-1901 .....	296
Value of buildings, furniture and grounds.....	\$40,000
Number of volumes in libraries.....	907
Value of libraries.....	\$500.00
Value of apparatus.....	\$500.00
Charge per annum for tuition in regular courses, for forty weeks in normal and academic, \$40; forty weeks in commercial .....	\$ 60.00
Room and necessary incidental expenses per annum.....	\$ 30.00
Average of total annual expenses per student .....	\$ 80.00
Number in last class graduated.....Males, 19; females	12
Whole number of graduates since organization of institution.....	167

DES MOINES COLLEGE, DES MOINES.

GEO. D. ADAMS, A. B., A. M., B. D., D. D., PRESIDENT.

The University of Des Moines, now called Des Moines College, was acquired by purchase in November, 1864. The property lying west of Fifteenth street and north of Woodland avenue belonged to the Lutheran church. There was one building of the size of our North Hall.

When it became known that this property was for sale, a few Baptists, seeing the opportunity for the denomination, became incorporated as a college and appointed proper officers. As time was required to organize and collect funds, Rev. Luther Stone, of Chicago, bought the property and held it for two or three years in his own name. The sum required for the purchase and necessary repairs was \$20,000. As it was a long time before this sum could be raised, Rev. J. F. Childs, now of California, took the property and carried it for a part of the time. Another of the most active promoters of the enterprise was Rev. J. A. Nash, who gave largely of his time and money. For many years he was practically at the head of the institution.

The University was first opened in a single department—the department for young ladies. During the first year, which began Monday, November 27, 1865, the school was in charge of Miss Josephine A. Cutter as principal.

The school was then held in the First Baptist Church, which was on Mulberry street, directly north of the Courthouse.

The school soon became co-educational, but for several years very little was done beyond the work of an academy. In 1869-'70, D. M. Mason was principal, and in 1874-'77 college classes began to emerge. The senior class of that year was composed of James M. Miller and his sister, Ella Miller, and they were the first graduates. Dr. Nash was then president. There



were then two professors, N. H. Goldthwaite, mathematics, and J. H. DeWolf, latin. There was an instructor in German and another in French and Spanish. The chairs of Greek, Rhetoric and Literature, and Natural Sciences were vacant, but we are informed that "instruction is for the present given in these branches by the other professors."

In 1875-'76 Hon. F. Mott, now of Winterset, was president. In that year the denomination undertook a general centennial educational movement. The University board put itself on record as proposing to share in the movement by expending \$100,000 for a new building and by raising \$250,000 for an endowment fund. But the times were not favorable. Dr. Nash became president again in 1876 and continued till 1881, when he was succeeded by Mr. D. F. Call, who served only a part of the year. Dr. Nash held the office again for a year. He was followed in 1883 by Dr. Ira E. Kenney. It was during Mr. Kenney's administration that the change was made in location. The land now owned by the college was the gift of the Prospect Park Land Company. The old campus was sold, the buildings torn down and the material used in the erection of North Hall. North Hall was completed and first used at the close of the school year, May, 1885. After Dr. Kenney's resignation in 1885, the school was without a president until Dr. Stetson was elected in 1889.

In 1887 Nash Hall was erected. In 1889-'90 a successful effort was made to raise an endowment of \$100,000, and pay the indebtedness, which was about \$20,000. The subscriptions secured were ample, but with hard times came reverses which resulted in the loss of nearly 50 per cent to the college. When the canvass for endowment was projected the name of the institution was changed and when the University of Chicago was started the college became affiliated.

Considering the resources the college has had an encouraging growth. The quality of its instruction and the character of its instructors and students have given it a good standing among the other colleges of the state.

In 1900 through the munificence of the American Baptist Education society and Mr. J. V. Hinchman, a movement was set on foot to raise \$80,000 for the college. The canvass so far promises an early completion of this amount. On January first, 1901, Rev. George D. Adams D. D. became president.

#### COURSES OF STUDY.

The college offers three courses of study leading respectively to the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Philosophy. Each of these courses covers four school years of thirty-six weeks each. Each course lays down certain required studies which the student will be expected to follow in the order given and at the times specified. Each course also offers a certain number of elective studies from which the student will be permitted to choose sufficient majors or minors to complete his required number of credits. Although the junior and senior years are largely elective, yet enough is required to hold the student to a definite course of study.

#### DEGREES.

The degrees of A. B., Ph. B. and S. B. will be conferred by the board of trustees upon the completion of the prescribed courses. The degree of A.

M. will be conferred upon the completion of one year's resident graduate work and the presentation of an acceptable thesis. Candidates for this degree must have received the Bachelor's degree from this or some other college of like standing.

#### AFFILIATION WITH THE UNIVERSITY OF CHICAGO.

The chief features of affiliation are these:

1. The president of the college is a member of the university congregation.

2. The courses of study offered by the college are approved by the university.

3. All examinations given in the college are approved by the university, and are graded there, in the same manner as the examinations given at the university itself. Thus, students whose work in college is satisfactory to the university, receive credit for the same on the records of the university.

4. Each year, three students who have earned the Bachelor's degree receive a scholarship, amounting to \$150, in the form of free tuition for one year in the graduate schools of the university.

The object and result of this arrangement is to maintain a high grade of work in the college.

#### A STATISTICAL SUMMARY.

When established.....	1865
Number of professors.....	10
Number of other teachers....	10
Students in college work .....	82
Students in preparatory work ...	48
Students in other courses.....	59
Number enrolled 1900-1901 .....	189
Value of buildings, furniture, and grounds .....	\$120,000.00
Amount of endowment, exclusive of buildings, etc..	\$ 56,000.00
Number of volumes in libraries.....	5,000
Value of libraries .....	\$ 7,000.00
Value of apparatus....	\$ 1,200.00
Charge per annum for tuition in regular courses....	\$ 36.00
Room, and necessary incidental expenses per annum	
average .....	136.00
Average of total annual expenses per student .....	\$ 180.00
Number in last class graduated: Males.....	8
Females.....	6
Whole number of graduates since organization of	
institution. ....	....

#### DRAKE UNIVERSITY—DES MOINES.

WM. BAYARD CRAIG, A. M., LL. D., CHANCELLOR.

Drake University was founded in 1881. University Place, now a thriving and attractive part of the city was then a grove-crowned summit with a narrow country road winding about under the great trees. The purpose of the

founders and their colleagues was the creation of a university in which all branches of learning might flourish in an atmosphere, where at all times a frank and open effort could be made to maintain Christian ideals and a Christian spirit. A sectarian motive was distinctly disavowed. The institution was founded on a broad foundation that declared that its doors should ever be open to students of either sex and of any nationality. F. M. Drake, Geo. T. Carpenter, and D. R. Lucas are the honored names on founders day.

A college course was arranged in harmony with the educational standards then prevailing in the state. A Bible college was started that has now become one of the largest in point of attendance in America. The Iowa College of Law and the Iowa College of Physicians and Surgeons became associated with the work of the university. A normal course and an academy were made important parts of the plan and departments in music, oratory and art established.

The main building of the university was finished in 1882. Science hall was not completed until 1892, the auditorium was dedicated in 1900. The latter building seats 1,500 and is at present the best college auditorium in the state.

The growth of the university, owing largely to favorable location and vigorous management, places it among the foremost institutions of the state in percentage of growth and present enrollment. Last year, counting in the summer schools, also under university management, the complete list of matriculates numbered 1,764. A student may enroll in two or more departments but of course his name is counted but once. A classification of this list will be found in the proper place in this volume.

Seventy-six professors and teachers are employed, some of whom are teaching in more than one department. Our catalog shows how they are distributed.

Notable improvements have been made in the past few years in the organization of the university. The pharmacy, music, law and medical departments had been working under contracts of affiliation that deprived the university of full control and seriously disturbed the unity and full co-operation of the departments. The commercial spirit was allowed to creep in where university and college ideals should at all times prevail. All this has been changed, all these departments are now as much a part of the university as the collegiate or Bible departments. The university cannot shield itself on account of lack of control, it has all control and must bear the responsibility. The consciousness of this fact calls forth special efforts to improve the teaching force. This year will see marked advance in the medical department. The first and second years are now taught in the science hall of the university, the time has been extended to nine months and the course made stronger. Recognizing the importance of pathological and physiological chemistry in the present study of medical science the university has secured a teacher who will give all his time to these lines of work and will in addition teach bacteriology. Dr. C. H. Hoffman, who has been selected for this position, took the full course at Heidelberg, with the degrees of A. M. and Ph. D.; he also took post-graduate work at Munich, receiving the degree of Ph. D. Under his direction a new, large and complete pathological laboratory has been fitted up for the medical students.

Arrangements have been also perfected that will enable the students to study morbid anatomy at post-mortems in the city. These with other improvements are a marked gain to the advantages afforded the medical student in a large city like Des Moines. In the list of the professors will be found the names of men eminent in the profession in city and state.

In the reorganization of the law department (the Iowa College of Law) the same policy of improving the teaching force has been adhered to. Dr. V. A. Roberts will give all his time to the school, his predecessor gave but one hour per day. Dr. Roberts is a graduate in law of Harvard and secured his Ph. D. by three years study in law at Heidelberg. He has fitted himself especially for the work of teaching and in this course represents the new and better type of law school teacher. Judge C. C. Cole remains as Dean of the school and will devote two hours per day to the lecture room. Mr. C. A. Dudley is a graduate of the University of Michigan, and by his long and successful practice in Des Moines has secured for himself a high place in the esteem and confidence of the public. He is a valuable acquisition. Judge Kinney and Judge Holmes continue with the school and Mr. E. B. Evans and Mr. Lawrence Byers are also in the faculty. The Iowa College of Law has excellent standing among the law schools of the east and will not be permitted to recede.

In the reorganization of the Conservatory of Music the best possible talent was sought for and obtained; as a result the attendance in this department doubled the past year. Three new rooms have been prepared to meet the growing needs.

Additions have been made to the faculty of the Bible College.

The Normal department has subdepartments in Pedagogy, Primary work, Kindergarten, Stenography and Typewriting, Commercial and preparatory work. To these has now been added a training school for supervisors of music in the public schools. There is no school of this kind west of Detroit. The new law in this state concerning music in the equipment of teachers in the public schools makes this department a necessity.

In these changes the needs of the central department, the college itself, have not been forgotten or neglected. It is regarded as the center of the series of colleges and every effort is made to keep it up with the highest standards in Iowa.

Summer schools are maintained in every line of study for which there is sufficient demand. The Drake Summer School of Methods has more than a state reputation.

## REPORT OF DRAKE UNIVERSITY.

### A STATISTICAL SUMMARY.

When established .....	1881
Number of professors .....	75
Number of other teachers.....	10
Students in college work .....	218
Students in preparatory work .....	173
Students in other courses .....	749
Number enrolled 1900-1901, 1,140 (summerschools 624)	
Total.....	1,764

Value of buildings, furniture, and grounds.....	\$250,000.00
Amount of endowment, exclusive of buildings, etc..	\$150,000.00
Number of volumes in libraries.....	8,000.00
Value of libraries....	\$ 7,500.00
Value of apparatus.....	\$ 7,000.00
Charge per annum for tuition in regular courses:	
College, per year.....	\$ 41.00
Law .....	\$ 50.00
Medicine .....	\$ 80.00
Pharmacy .....	\$ 42.00
Average of total annual expenses per student:	\$ 225.00
Number in last classes graduated, males.....	142
Females .....	47
Whole number of graduates since organization of institution.....	900

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### EPWORTH SEMINARY, EPWORTH.

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REV. H. R. DE BRA, A. M., B. D., PRINCIPAL.

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The following is as nearly a correct statement of the history and purpose of Epworth Seminary as I can give, having just come to the principalship.

Epworth Seminary was founded in the year 1857 by devoted members of the Methodist Episcopal church, and has since been under the control of the Upper Iowa Conference of that church. The object in thus founding and maintaining a denominational school has not only been to propagate Methodist tenets, but to furnish to all classes education under the best moral and Christian influences. No unwarrantable effort is ever made to proselyte students from other religious organizations; and those whose beliefs are such as to make it desirable that they be excused from chapel exercises, are so excused. The requirement that every student attend religious service once every Sabbath, leaves the student free to choose the place of attendance. On the other hand, the Seminary stands preeminently for the best Christian principles and the dominance of these has been such that not only the Seminary, but the town has been free from most of the grosser immoralities commonly found in communities of this size.

The Seminary is a college preparatory school, with extra departments of music, art, commercial science and practice, and science of teaching. There have also been added, in these later years, certain college studies. These afford advanced culture for those who will not go to college, and secure advanced credits for those who enter college. Students taking this advanced work can usually register as sophomore in college.

#### CREDIT IN OTHER INSTITUTIONS.

Arrangements have been made with the leading colleges and universities of Iowa to receive graduates of Epworth Seminary upon the examination certificate from the school. Epworth Seminary has been placed on the accredited list of the following institutions:

Lawrence University, Appleton, Wis.

- Ohio Wesleyan University, Delaware, Ohio.
- Northwestern University, Evanston, Ill.
- Nebraska Wesleyan University, University Place, Neb.
- Iowa Wesleyan University, Mt. Pleasant, Iowa.
- Iowa Agricultural College, Ames, Iowa.
- Albion College, Albion, Mich.
- Hamline University, Hamline, Minn.
- University of Kansas, Lawrence, Kansas.
- Drew Theological Seminary, Madison, N J.
- Brown University, Providence, R. I.
- Coe College, Cedar Rapids, Iowa.
- Dakota University, Mitchell, S. D.
- University of Iowa, Iowa City, Iowa.
- Cornell College, Mt. Vernon, Iowa.
- Upper Iowa University, Fayette, Iowa.
- Morningside College, Sioux City, Iowa.
- Iowa State Normal, Cedar Falls, Iowa.
- University of Minnesota, Minneapolis, Minn.

No record has been preserved of the students who took work in the seminary prior to 1882, but since that time nearly 300 have graduated from the school, besides a much larger number who took some work but did not graduate. The school has gained steadily in number of students, and in general popularity. Any thought that may have been entertained in the years past of closing the school has been dissipated, and the school has entered upon an era of prosperity which has in it the elements of perpetuity. Six years ago there was built a magnificent recitation hall, with all the modern equipment, such as steam heat, slate boards, good furniture, etc. This building will accommodate twice the number of students now in attendance. During the past year the first endowment was procured for the seminary. The sum of \$10,000 was given for the purpose of endowing a chair of English Bible. Among the alumni of the school are many people of wealth, and many friends have been made for the school by its excellent work. These friends manifest the spirit of devotion that means success for the seminary.

The school is situated sixteen miles from Dubuque, on the Illinois Central railroad, and one mile from the Kidder station on the Great Western railroad. The campus is a beautiful hill on the outskirts of the village of Epworth. A more beautiful spot would be hard to find.

While the trustees are unable to pay large salaries to the teachers, the reputation of the school, as a stepping stone to higher positions, is such that no difficulty is found in keeping a faculty of well trained and enthusiastic young teachers. The universal satisfaction with the teaching force is such that an occasional change of teachers does not disturb the general confidence.

The expenses are kept at a very low rate, so that a student may attend an entire school year, counting tuition, board and room, at a little over \$100.

A STATISTICAL SUMMARY.

When established.....	1857
Number of Professors .....	....
Number of other teachers.....	12
Students in college work .....	....

Students in Preparatory work .....	103
Students in other courses .....	104
Number enrolled 1900-1901 .....	207
Value of buildings, furniture, and grounds.....	\$50,000.00
Amount of endowment, exclusive of buildings, etc....	\$10,000.00
Number of volumes in libraries .....	1,800
Value of libraries and apparatus.....	\$ 2,500.00
Charge per annum for tuition in regular courses .....	\$ 34.50
Room, and necessary incidental expenses per annum..	\$ 30.00
Average of total annual expenses per student, \$95 to ..	\$ 125.00
Number in last class graduated: Males.....	12
Females.....	5
Whole number of graduates since organization of institution (no record from 1857 to 1882) since 1882 about .....	300

### HUMBOLDT COLLEGE—HUMBOLDT.

J. P. PETERSON, PRESIDENT.

In 1866, through the individual efforts of one high-minded, pure-souled man, a movement was set on foot which resulted in the organization of Humboldt College. No one with less faith and persistence than the Rev. S. H. Taft, founder of the town of Humboldt, could have carried it through to a successful finish. Through his efforts, funds for the erection of the present main building were secured, and work was begun in July, 1870. It is interesting to note that the founder had both the moral and material support of Henry W. Longfellow, Dr. Channing, Edward Everett Hale, Henry Ward Beecher, James Freeman Clark, Wendell Phillips, and others. The school flourished for a number of years, but was finally discontinued for reasons that were entirely beyond the control of the friends and founder of the school. Yet it was only because of what had been accomplished that the new Humboldt College became a realized fact, so that Rev. S. H. Taft will always be remembered, not only for the good he *sought* to do, as he touchingly put it, but for the good he actually has done.

In the spring of 1895, Professors J. P. Peterson and A. L. Ronell made a proposition to reopen the school on condition that the citizens of Humboldt would donate the property. The citizens acted as one man. Sufficient money was subscribed, the purchase was made, and the property transferred to the new managers on the 20th of July, 1895. Ground was broken on the 22d for a new building, and on the 1st of October the new Humboldt College was opened with appropriate exercises. In February, 1901, the last mortgage was lifted, so that at present Humboldt College occupies the unique distinction of being out of debt.

The main building referred to above is a magnificent structure of cut stone, three stories high and basement, and is used exclusively for school purposes. It has undergone thorough repair and everything in and about the building is practically new. East Hall, erected in 1895, is a large frame structure three stories high and basement. It affords dormitory accommo-



dations for the young ladies, and contains the kitchen and dining room. West Hall, erected in 1896, is similar in size and structure to East Hall, and affords dormitory accommodations for the gentlemen. All these buildings are pleasantly situated on a lofty eminence overlooking the surrounding country, and are surrounded by a beautiful grove.

The library contains about 5,000 volumes, including pamphlets, and the reading room is supplied with the leading daily and weekly newspapers and magazines. The school is also well supplied with apparatus of all kinds, and well equipped to teach all branches according to the most approved methods.

The school is thoroughly Christian in character, but not under the control of any religious denomination. It has no endowment, and must stand on its own merits. The aim is to maintain a school where a person can find instruction in any branch at the least possible expense. The school year is divided into five terms of eight weeks each with no vacations between terms. The following among other courses are offered: Common school, academic, teachers', principals', professional, scientific, classic, elocution, orators, business, commercial teachers, shorthand amanuenses', shorthand reporters, law, penmanship, drawing, oil painting, piano and organ, pipe organ, voice culture, musical theory, violin, telegraphy, correspondence, journalism, civil service.

The results achieved have been marked and immediate. Our students entering universities and other state schools have received full credit for work done here, and some have even received advanced standing. Humboldt college is well represented in the rural and graded schools of the entire northwest, in all mercantile pursuits, at the bar, in the pulpit, etc. Out of 122 applicants for certificates at the last teachers' examination in Humboldt county, 60 (nearly 50 per cent) had received training at Humboldt college, 19 (nearly 16 per cent) had received training at other private schools, while only 5 (about 4 per cent) had ever attended the state normal. The remainder had had no professional training. These figures show that private schools are doing practically all the training of teachers for the rural schools, in this county at least—and that without a cent of expense to the state. If conditions are the same in other counties in which there are private schools, and if the rural schools of Iowa are equal to those of states supporting several state normals, would it be wise to tax the people of Iowa for the erection and sustenance of more normal schools?

What the twentieth century has in store for education we know not.

Whether, as Dr. Hobson declares in his "Social Reform" just published, "the political and governmental school machinery" must of necessity turn out "machine made" pupils, while private schools may vary their methods to fit the individual and thus develop originality and personality; whether private schools are free to choose, and because of competition, anxious to choose the best text-books, while government schools with boards often under the control of corporate wealth, are by circumstances often compelled to use inferior texts and methods; whether the professor in a large college or university is so deeply buried in his work of original research that he has lost touch with the ordinary pupil and interest and tact with class work; whether a student does not get the best from a professor of a large college or university in his books, and must go to a small college for the inspiration which



comes from sympathetic, personal contact—these are questions which we must necessarily wait for the twentieth century to solve.

#### A STATISTICAL SUMMARY.

When established.....	1895
Number of professors and teachers .....	24
Number of students enrolled 1900-1901 .....	372
Value of buildings, furniture and grounds .....	\$ 50,000
Number of volumes in libraries.....	5,000
Value of libraries.....	\$5,000 to 7,000
Value of apparatus .....	\$ 1,000
Charge per annum for tuition in regular course.....	\$ 30
Average of total annual expenses per student .....	\$ 110
Number in last class graduated.....	Males, 12; females 7
Whole number of graduates since organization of institution.....	141

#### IOWA COLLEGE, GRINNELL.

PROFESSOR J. H. T. MAIN, PH. D., ACTING PRESIDENT.

Tradition says that it was the afternoon of a rainy day in the fall of 1848 when Iowa College began the work of instruction in Davenport. There were two students and one professor. This was the practical beginning of higher education in the northwest beyond the Mississippi. The official beginning dates from June 10, 1846, when the first board of trustees was elected.

There had been other "colleges" and "universities" planned and built on paper for the new country west of the Mississippi, but the untoward conditions of pioneer life were such that none of them hardly more than attempted to begin the work of instruction, and none of them, save Iowa College, has lived to tell the story of that early time. Why did it live and grow? The reason is not far to seek. The college was not planned nor built on paper, but actually created and brought to practical realization by the co-operation of a little group of men who themselves possessed head and heart culture and who believed in the same quality of culture for the people in the new country to which they had come. Most of them had taken degrees from New England colleges, chiefly Yale, and all of them had taken the course at Andover Seminary. Coming from those halls, full of the vigor and enthusiasm of youth, with clearly defined ideas and well established principles, they represented potentially a college of the highest type. Out of their spirits the college grew as time and environment permitted, slowly it is true, but steadily and substantially.

There was an immediate effort made to fix the outlines of a college. The first catalogue witnesses this. Requirements for admission: "Candidates for admission to the Freshman class must be fourteen years of age, present adequate testimonials of a good moral character and sustain a satisfactory examination in English grammar, geography, arithmetic, algebra, Latin grammar, Cæsar's Commentaries, Sallust, Virgil, Greek grammar, the four

Gospels in Greek and Xenophon's *Anabasis*." The Freshman class, as given in this catalogue, consisted of six young men. The faculty numbered two.

In 1859 the institution at Davenport closed its doors and with its assets, about \$9,000, moved to Grinnell where it absorbed Grinnell University, consisting of two professors, fifty preparatory students and property valued at \$35,000. This was due to the fact that the growth of Davenport made necessary the extension of some streets through the college grounds, making them unsuitable for college purposes. The location at Grinnell was chosen because of the character of the community, composed almost exclusively of eastern people, and the hearty assurances of co-operation and help given by the leading citizens. Difficulties connected with the transfer had caused an intermission of a year or two. Immediately thereafter came the troublous times of the Civil war. The upper classmen went "to the front" and there was no graduating class again till 1865.

The largest class in the history of the institution was graduated in 1900. The number in this class was sixty-two. There are at present nearly three hundred in the four college classes. The numbers in the college proper for four years past are as follows: 1898, 280; 1899, 270; 1900, 290; 1901, 276. Attendance in all departments for the corresponding periods: 506, 479, 468, 442. There are about 30,000 volumes in the library. There are well equipped laboratories. The work of instruction is in charge of well trained specialists.

The income of Iowa College during the year 1900-1901, according to the last annual report of the treasurer, was as follows: From rents, \$593.50; from tuitions, \$21,273.81; from endowments, \$23,958.39; total, \$45,825.70.

It is not too much to say that the aim of the original board of trustees has been kept constantly in view, namely: "To meet the actual wants of the institution as they have been developed" This leads to a statement of the dominant characteristics of Iowa College as they appear to one of a younger generation.

1. Its growth was from the inside, in response to urgent demands and needs. The increase has consequently been healthy, natural and permanent.

2. The security of the institution has been the abiding faith and enthusiastic devotion of those who have fostered it.

3. It was founded in a spirit of liberal conservatism, by men who, while believing thoroughly in the traditions in which they had been brought up, were yet tolerant of the pressure imposed by circumstances and the developing and changing thought of a progressive people. For example, they were opposed to co-education, but as slender resources stood in the way of an education in the east for their daughters, they made *temporary* provision for them in the college, by establishing a "ladies' course." This "temporary" provision grew by the most simple and natural process into complete assimilation with the regular college work. Thus it happens that Iowa College, established distinctly for men, is now co-educational and is so by virtue of a gradual evolution, unaided by a single decree or resolution of the authorities in charge. There was always a quick appreciation of the inevitable trend of things, and no less true is this to-day than it was in the earlier time.

4. There has always been a perfect understanding that teaching means not merely the enforcement of a certain view, but also the clear and explicit

statement of the facts and suggestions bearing upon any given question, to the end that the mind may seek to know the ultimate truth.

5. To crown all, there has been from the first a ready and just recognition of two of the most vital things in education, namely: The freedom of teaching and the individuality of the student.

The group system has been in use in Iowa College since 1895. The principle underlying it is that of freedom of choice in special major lines of work, combined with the careful guidance of the student as to co-ordination and as to the relative emphasis to be placed on subjects to be associated with this major work. The group system is an attempt to avoid the evils of the old-fashioned course system on the one hand and the free elective system on the other. The student is free to elect as majors those subjects which most appeal to him, if he so desires, to be studied continuously for two or more years, but with them he is requested to take other subjects for varying lengths of time, which are regarded as fundamental to a liberal education and as necessary to a well proportioned course of study. Together with the major subjects and the associated required subjects in each group of studies there is still left ample opportunity for electives, the student choosing according to his individual tastes or preferences. The ultimate aim of the group system is to provide liberal culture and at the same time to lead the way for students so inclined to professional and life careers.

The history of the past is full of inspiration. Iowa College stands on the threshold of a new century with abounding confidence and courage.

#### A STATISTICAL SUMMARY.

When established.....	1848
Number of professors .....	15
Number of other teachers.....	18
Students in college work.....	276
Students in preparatory work.....	107
Students in other courses.....	105
Number enrolled 1900-1901 .....	442
Value of buildings, furniture and grounds, about... \$	350,000
Amount of endowment, exclusive of buildings, etc...\$	350,000
Number of volumes in libraries .....	27,354
Value of libraries.....\$	15,000
Value of apparatus.....\$	10,000
Charge per annum for tuition in regular courses.....\$	55
Average of total annual expenses per student.....	\$250 to \$400
Number in last class graduated:	
Males .....	22
Females.....	26
Whole number of graduates since organization of institution.....	899

#### IOWA INSTITUTION FOR FEEBLE-MINDED CHILDREN— GLENWOOD, IOWA.

DR. F. M. POWELL, SUPERINTENDENT.

This institution was organized April 26, 1876, under an act passed by the Sixteenth General Assembly. The first trustees were Dr. W. S. Robertson,

of Muscatine, president, Hon. J. W. Cattell, of Des Moines, secretary, and A. J. Russell, of Glenwood, treasurer.

The first superintendent was Dr. O. W. Archibald, of Glenwood, who served from 1876 to 1882. The act creating the institution set aside for its use about twelve acres of land, on which was a small brick building, which had been occupied until 1874 by the western branch of the Soldiers' Orphans' Home.

The first pupil was received September 4, 1876, and in the first year there were admitted and cared for eighty-seven children—fifty-two males and thirty-five females.

The purpose, or object, of the institution is to provide special methods of training for that class of children deficient in mind, or marked with such peculiarities as to deprive them of the ordinary school benefits and privileges. Methods of discipline and training are adopted as tend to make each child approach as near as possible the movements or actions of normal people. It further aims to provide a home for those who are not susceptible of mental culture. The latter are provided with such training as may tend to correct their habits and develop an interest in their own welfare.

In the school department lessons are imparted in the simple elements of instruction taught in common schools, as well as in the rudiments of such industries as are suited to their capacities. Girls learn plain and fancy sewing, and general household work, while boys are detailed to work on the farm, in the garden, in the shoe-shop, carpenter shop, and brickyard, and to assist in the various departments of the institution.

The law provides for the admission of children between the ages of five and twenty-one years only. Children may be admitted at any time of the year. On request, the superintendent will mail a blank application for admission to any address, which may be filled and signed by the parents, guardians, county board of supervisors, or county attorney, and returned to the superintendent, who, by direction of the board of control, passes upon the eligibility of the applicant and notifies the correspondent accordingly.

The following table shows the growth of population of the institution by biennial periods:

Number enrolled at end of first biennium (1877).....	85
Number enrolled at end of second biennium (1879).....	144
Number enrolled at end of third biennium (1881).....	194
Number enrolled at end of fourth biennium (1883).....	239
Number enrolled at end of fifth biennium (1885).....	259
Number enrolled at end of sixth biennium (1887).....	331
Number enrolled at end of seventh biennium (1889).....	432
Number enrolled at end of eighth biennium (1891).....	457
Number enrolled at end of ninth biennium (1893).....	476
Number enrolled at end of tenth biennium (1895).....	574
Number enrolled at end of eleventh biennium (1897).....	698
Number enrolled at end of twelfth biennium (1899).....	815
Number enrolled at end of thirteenth biennium (1901).....	935

The total number of children cared for by the institution since its organization in 1876, to June 30, 1901, is 2,106.

The present superintendent is Dr. F. M. Powell, who succeeded Dr. Archibald in 1882.

It is estimated that there are between three and four thousand persons in the state of Iowa who are of feeble mind, and that probably two-thirds of these should have the care of the state as indicated in the purposes of this institution. The present equipment and buildings are taxed to their fullest capacity by the present enrollment, 935, so that to accommodate the ever increasing population it will be necessary in the near future for the state to provide further buildings and equipment for the care of the many applicants who are continually claiming recognition.

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### IOWA SCHOOL FOR THE DEAF.

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HENRY W. ROTHERT, SUPERINTENDENT, COUNCIL BLUFFS.

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It is a source of comment and a theme for reflection that in this enlightened age, with its record of schools, colleges, universities, magazines and newspapers, there should remain with many an absolute ignorance as to the true character and appointed mission of an institution erected and maintained for the benefit of the deaf children of the state.

This is perhaps largely owing to the fact that their outward appearances do not attract attention and hence their physical defect does not create special interest and investigation.

We readily see the affliction of the blind, our gratitude suggests the care of the soldier's orphan, our sympathies respond promptly to the misfortunes of the insane, we recoil from the actions of the imbecile, and our human impulses prompt us to lend a helping hand in the reformation of the incorrigible, while the deaf not introducing themselves to us by visible signs, we pass them by unnoticed; hence to the general public the rights, hopes and capabilities of this class of Iowa's children are but little known.

A school such as ours erected for their education and improvement is frequently termed an asylum or hospital, perhaps considered a place of refuge and classified among the charitable institutions of the state. This is erroneous—the Iowa School for the Deaf is an educational institution, extending its blessings in the same manner and having the same beneficent results as to its promptings as the public schools of our state. If it is charity to educate the deaf, then it is also charity to educate the hearing.

The methods employed to bring about the same ends are in some measure different, owing to the different manner of communication, but the germ of intelligence to be developed rests in the deaf child the same as in the hearing. The deaf child is as susceptible to mental development, conforms as readily to physical and practical training, is entitled to the same rights and should enjoy the same opportunities as his more fortunate brothers and sisters.

In mature years he becomes a citizen, assumes all the responsibilities as such and is expected to conform to all requirements of law and contribute his share to the common weal or woe.

It is no longer a question as to whether or not the state has incumbent upon itself the training and education of its youth to within certain limits, a question positively and satisfactorily answered by the millions of money annually expended by the people of Iowa in this direction and in consequence

of this fact there certainly can be no doubt that among the beneficiaries of our great system of public education the deaf children of the state should be numbered, and be permitted to enjoy the same consideration and a corresponding share of benefits.

Recognizing this right without question if we should divide the state into a certain number of districts (for the deaf) proportionate to the population thereof as we do for the hearing, it would entail upon such districts and collectively upon the people of the state a much larger outlay of money for special teachers, additional buildings and suitable apparatus, than is now incurred when gathered in one family and intrusted to one systematic course of training. It is simply a matter of economy therefore that we gather the deaf children under one management and direct their mental, moral, and physical training under a separate government. This state institution is therefore simply and truly what its name implies, a "School for the Deaf."

Its course of study is similar to the public schools of the state and its field of usefulness embraces the preparation for the active walks of life. Its graduates are found scattered throughout Iowa, intelligent men and women earning their daily bread by handicrafts learned at school.

Its percentage as to results of independent intelligent citizenship is 95 per cent, far exceeding perhaps any estimate which can possibly be made by the uninformed.

In its industrial departments it affords the acquisition of a knowledge of certain pursuits in life whereby those who have been so taught may become self sustaining, covering for the boys: Printing, shoemaking, baking, carpentering, farming and vegetable gardening. For the girls: Domestic economy, sewing, dress making, embroidery, and cooking.

In the school department the school recognizes what is known as the combined system with graded classes taught by such methods as experience may have proven to be the most beneficial, according however, to each entering pupil the opportunity of receiving instruction in articulation and speech reading. Arranged in three divisions: Academic, intermediate and primary with seven distinct oral classes, the mental development of nearly 300 pupils under the mandatory direction of the superintendent is entrusted to a principal and seventeen teachers with a special teacher for drawing and book-keeping.

While apparently from its first years of existence to within a short time prior to its full development, accidents have impeded its growth, jealousies and disloyalty darkened its pathway, personalities retarded its mission, it now stands in the full measure of its usefulness unimpeded and unimpaired, extending its manifold blessings to all the "Children of Silence" of Iowa, who may enter its portals to enjoy its peaceful and beneficent assistance.

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#### IOWA STATE COLLEGE, AMES.

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WM. M. BEARDSHEAR, B. A., M. A., LL. D., PRESIDENT.

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#### HISTORICAL.

In 1858 the legislature of Iowa passed an act to establish "A State Agricultural College and Model Farm," to be connected with the entire agricultural interests of the state; appointed a board of commissioners to buy a



farm and erect a college building, and elected a board of trustees to select a faculty and organize a college. In 1859 a farm of six hundred and forty acres, situated near Ames, was purchased for the use of the college. The farm now contains eight hundred and forty acres.

In 1862 a bill was passed by congress, entitled, "An act donating public lands to the several states and territories, which may provide colleges for the benefit of agriculture and the mechanic arts."

Section 1 of this act provides that for the support of such colleges there be granted "an amount of public land, to be apportioned to each state in quantity to equal thirty thousand acres for each senator and representative in congress to which the states are respectively entitled by the apportionment under the census of 1860; provided that no mineral lands shall be selected or purchased under the provisions of this act."

Section 4 requires: "That all moneys derived from the sale of the lands aforesaid by the states to which lands are apportioned, and from the sale of land script, hereinbefore provided for, shall constitute a perpetual fund, the capital of which shall remain forever undiminished (except as may be provided for in section fifth of this act), and the interest of which shall inviolably be apportioned by each state which may take and claim the benefit of this act, to the endowment, support and maintenance of at least one college, where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislature of the state may provide, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

The general assembly of Iowa, September 11, 1862, accepted the grant upon the conditions and under the restrictions contained in the act of congress, and by so doing entered into contract with the general government to erect and keep in repair all buildings necessary for the use of the college. By this action of the general assembly the college was changed from an agricultural institution into a college of agriculture and mechanic arts, with the broad and liberal course of study outlined in the following paragraph:

In 1882 the general assembly passed an act defining the course of study to be pursued as follows: Section 1. That section 1621 of the code is hereby repealed and the following is enacted in lieu thereof: Section 1621. There shall be adopted and taught in the State Agricultural College a broad, liberal and practical course of study, in which the leading branches of learning shall relate to agriculture and the mechanic arts, and which shall also embrace such other branches of learning as will most practically and liberally educate the agricultural and industrial classes in the several pursuits and professions of life, including military tactics. Sec. 2. That all acts, and parts of acts inconsistent with this act are hereby repealed.

During President Harrison's administration an act of congress was approved granting an annual appropriation of \$15,000 the first year with an increase of \$1,000 each year until the sum of \$25,000 for the additional support of state colleges of agriculture and mechanic arts. This appropriation has now reached \$25,000 each year.

The income of the college from national grants is therefore expended in instruction, experimentation and illustration in agriculture and in the mechanic arts, and in underlying and related science and literature.

All buildings are erected and all repairs thereon are made by the state of Iowa, the cost down to date being about \$500,000.

The college was formally opened on the seventeenth of March, 1869.

Courses of study are offered in agriculture, extending from a brief winter course in stock judging to a thorough course of four years instruction; also courses in horticulture, dairying, veterinary science, in the sciences as related to the industries, in civil engineering, mechanical engineering, electrical engineering, mining engineering, in domestic and general science for young women, in ceramics and technology. Laboratory methods of actual demonstration are emphasized throughout the institution and the constructive method of a student preparing his own materials in mechanics and demonstrating his way of thought and experimentation is prominent. The object of the college is to put stress upon the three H's, head, hand and heart, with the hand skilled to express the energies of the head and beneficences of the heart. By reason of the national aid the college offers free tuition to students of Iowa. The attendance has rapidly increased in the past few years and amounts to an enrollment of over 1,100 for the year. A most admirable spirit of self help and self reliance pervades the students of the college. The alumni now number 1,125, engaged in pursuits, industries and professions throughout a wide scope of country.

#### A STATISTICAL SUMMARY.

When established.....	1868
Number of professors and teachers. ....	69
Students in college work .....	1,065
Students in preparatory work.....	216
Students in other courses.....	849
Number enrolled 1900-1901.....	1,065
Value of buildings, furniture, and grounds.....	\$ 431,742.80
Amount of endowment, exclusive of buildings, etc.....	\$ 681,033.52
Number of volumes in libraries.....	14,000
Value of libraries.....	\$ 27,000.00
Value of apparatus ...	\$ 71,000.00
Charge per annum for tuition in regular course?	
Free tuition.	
Room, and necessary incidental expenses per annum.....	\$ 32.00
Average of total annual expenses per student.....	\$ 150.00
Number in last class graduated:	
Males .....	59
Females .....	13
Whole number of graduates since organization of institution.....	1,125

#### IOWA STATE NORMAL SCHOOL, CEDAR FALLS.

HOMER H. SEERLEY, A. M., LL.D., PRESIDENT.

This state institution was founded by the Sixteenth General Assembly in 1876. Its legislative title was 'A School for the Instruction and Training of



Teachers." It begins its second quarter-century September 6, 1901, with an annual income of \$90,000, obtained from the following sources: (1) State appropriation, \$69,800; (2) fees collected from students, \$21,200. Of the state appropriation the following are permanent, being granted annually without special legislative action: Teachers fund, \$45,000; contingent fund, \$14,000. The patronage of the school is practically limited to the state because it must be the intention of its students to teach in the state of Iowa.

Its program of studies includes every subject that teachers are generally expected to know and to teach in the state, and a full requirement of professional studies having an especial bearing upon public school work. Specialization in courses is allowed by selection of one line, like English, Latin, German, science, history and civics, and mathematics, and grouping about the preferred specialty the other studies required by law for state certificates and state diplomas, thus providing for the legal requirements imposed by the state. The full program of studies or special equivalents is obtainable each term, so that a new class of entrance students is received at the opening of each term, and a class is regularly graduated at the close of each term, thus permitting many privileges that are not commonly offered in most schools. Special courses of study in music, both vocal and instrumental, in physical education, in drawing and art, in primary school work are also provided, and plans are now made for teachers' courses in kindergarten training and manual training at the opening of another year. The faculty is organized into departments, and the professors of a department are equivalents in authority, department business being decided by a majority vote. This keeps general faculty business at a minimum and avoids many controversies. The training department is a co-ordinate department and is not under the supervision of the other departments, though all are advisory to it. The primary practice teaching is under the direction of one supervisor, and the grammar and advanced departments are under the direction of another. An attempt is therefore carried out to prepare teachers for particular work in different grades according to their promise and taste. The enrollment for last year, 1900-1901, was 2,017 teacher students of whom 229 completed courses.

#### A STATISTICAL SUMMARY.

When established.....	1876
Number of professors.....	28
Number of other teachers.....	22
Students in college work.....	2,017
Students in preparatory work.....	135
Students in other courses, training school.....	220
Number enrolled 1900-1901.....	2,373
Value of buildings, furniture and grounds.....\$	180,000
Amount of endowment, exclusive of buildings, etc.,	none
Number of volumes in libraries.....	13,000
Value of libraries.....\$	20,000
Value of apparatus.....	\$20,000
Charge per annum for tuition in regular courses....\$	15
Room and necessary incidental expenses per annum	\$150 to \$200
Average of total annual expenses per student.....\$	175 <sup>1</sup>

Number in last class graduated:	
Males .....	68
Females .....	135
Whole number of graduates since organization of institution.....	1,664

THE IOWA STATE UNIVERSITY, IOWA CITY.

GEO. E. MACLEAN, M. A., PH. D., LL.D., PRESIDENT.

The State University of Iowa has its American origin in the magna charta of public education, including high schools and state universities, the Ordinance of 1787 for the government of the Northwestern territory. The fathers of the republic foresaw the necessity of state education to preserve and perpetuate ‘‘religion, morality, and intelligence.’’ The pioneers of Iowa in territorial days planned for several universities, but learned by 1847, the year of the founding of the university, that, while many colleges might be desirable, but one university was needed by the state. The university has been devoted to the education of teachers, and to a practical as well as professional education, since it began with a normal department, and was first housed in a mechanics’ institute. Inheriting the old capitol, the birthplace of the state, and taking shape in the period of the war for the union, it has been the home of patriotism.

Its 5,873 alumni, in all the walks of life, the overwhelming majority in places of influence in Iowa, tell of the prosperity of the institution. Its 1,542 students, with slight exception, all of collegiate grade, gathered in real colleges, with advanced standards of admission, instructed by above 130 members of the faculties, and housed in fifteen buildings, including the \$200,000 Hall of Liberal Arts, just completed, the best schoolhouse in Iowa, bespeak the quality and not simply the size of the work. The graduate college with, in round numbers, 150 students in residence last year, forms the apex of education in the university and in Iowa. The professional colleges have advanced their standards to the full length of time required anywhere, and demand, with the exception of pharmacy, at least a high school education for entrance. In their spirit they have become real colleges, as distinguished from schools with the commercial spirit. The reputation of several of these colleges has gone throughout the length and breadth of the land, notably the college of law, the colleges of medicine, the college of dentistry. The college of pharmacy is drawing students from outside the state. The college of liberal arts alone offers enough courses to occupy one person taking them, ninety-nine years. Equipped with modern apparatus, extensive collections and laboratories, not only the material sciences but all the branches are taught by laboratory methods. The general and departmental libraries, with 60,000 volumes, the use of the State Historical Society’s library, now on the university grounds, facilitate investigation. The department of the science and art of education, which has grown out of the earlier normal department, and the department of philosophy, with an extensive psychological laboratory, imbue the entire university with a spirit of teaching. The summer session, not merely a summer school, makes the uni-

versity available for the teaching profession. The summer library school, the first to be held in the state, has opened a new avenue of usefulness in the university, one of whose great aims is to be a people's university. The two hospitals do not simply afford material for the clinics of the medical colleges, but also infirmaries where students can be well cared for if they fall sick. The nurses' training schools further minister to humanity.

The objects of the university, with its many colleges, are too manifold to be enumerated, but they center in crowning the public school system and the volunteer educational work of the state, in the development of character, in training men and women to adjust themselves to the service of humanity as well as for citizenship. Enjoying an endowment from the United States and from the state of Iowa, firmly founded upon the devotion of its faculties and alumni, and beginning to be enriched by private benefactions, illustrated by the gift of \$50,000 of A. Whitney Carr, of Jordan, New York, for free scholarships, the resources of the university promise a permanence as great as that of the state of Iowa. Gifts and bequests bestowed upon it will benefit the most deserving youth, will elevate Christian civilization, and will become enduring monuments to the givers.

The statistical summary will gain in significance when it is remembered that during the last biennium the income of the university has increased, in round numbers, from \$282,000 to \$402,000, the student attendance in all colleges 21 per cent., and the number of graduates, better equipped than ever, has increased 16 per cent.

#### A STATISTICAL SUMMARY.

When established.....	1847
Number of professors .....	46
Number of other teachers.....	88
Students in college work:	
Liberal arts.....	950
Professional colleges.....	804
Number enrolled 1900-1901, 1,754; excluding duplicates .....	1,542
Value of buildings, furniture and grounds.....	\$653,000.00
Amount of endowment, exclusive of buildings, etc....	\$235,120.36
Number of volumes in libraries:	
Bound volumes.....	58,000
Pamphlets.....	7,000
Value of libraries.....	\$100,000.00
Value of apparatus.....	\$207,750.00
Charge per annum for tuition in regular courses:	
Liberal arts.....	\$ 25.00
Law .....	\$ 60.00
Medicine.....	\$ 65.00
Dentistry and Pharmacy.....	\$ 75.00
Room, and necessary incidental expenses per annum \$	40.00
Average of total annual expenses per student. ....	\$ 250.00
Number in last class graduated:	
Males.....	304
Females.....	35

Whole number of graduates since organization of  
institution.....

5,873

IOWA SOLDIERS' ORPHANS' HOME.

M. T. GASS, M. A., SUPERINTENDENT, DAVENPORT.

The Iowa Soldiers' Orphans' Home was established in 1863, during the progress of the civil war. Its original purpose was to care for the children whose fathers fell in the service during the war of the rebellion. There were at first three institutions established, one at Glenwood, one at Cedar Falls, and one at Davenport. These were established and maintained originally by private charity. Contributions were sought and very generous ones received for this purpose from the Iowa regiments doing service at the front. In the very early history of these three institutions they were supported entirely in this manner. In June, 1866, by an act of the legislature they became state institutions under the title of the Iowa Soldiers' Orphans' Home and the property which they had acquired was placed in charge of a board of trustees appointed by the legislature. In 1876 the institutions at Glenwood and at Cedar Falls were merged into the one which is now located at Davenport, and the Glenwood institution was converted into a School for the Feeble-Minded and the Cedar Falls branch into the State Normal School. Until the year 1876, the orphans' home had been open only to the admission of soldiers' children, but in that year the Sixteenth General Assembly so amended the law that any dependent child of the state, mentally and physically sound, might be eligible to the institution upon the same conditions as soldiers' children, and these conditions have continued up to the present time. Children are received into the home from one to fifteen years of age, and are not kept beyond the age of sixteen. During the history of the home nearly 3,400 children have been admitted and received the care and training which it affords. Children are not received into the Home to remain for a less time than one year, and may continue until sixteen years of age. The average length of time of their stay in the Home is about four years. A school is maintained with a course of study that covers the first nine grades in our public schools. These are carefully and faithfully taught by a competent corps of teachers and special instruction is given in vocal and instrumental music. Children who complete the entire course of study are well prepared to enter any high school in the state. The Home has a library of about 2 000 volumes selected with a view of its adaptability to childrens' reading. In addition to the intellectual training which the children receive in the schools, they receive manual training in several industrial departments. The girls are taught tailoring, dressmaking, cooking under a special instructor, and laundrying, besides all kinds of other domestic work. The boys receive manual training in the carpenter and cabinet shop, in painting, steam fitting and plumbing, and are trained to all kinds of farm work. The revenues of the institution are derived from two sources. All soldiers' children are admitted as wards of the state and for their support there is appropriated out of the general fund \$10 per month for each child maintained. All children other than those of soldiers are received as wards of the counties in

which they reside. Their support is at the same rate as that of soldiers' children and is charged by the State Auditor to the counties from which they come.

The present attendance of the Home is 450, about three-fifths of whom are soldiers' children.

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### IOWA WESLEYAN UNIVERSITY, MT. PLEASANT.

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JOHN W. HANCHER, PRESIDENT.

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Iowa Wesleyan University dates its beginning with the incorporation of Mt. Pleasant Collegiate Institute, which was organized and opened to students in 1844 when Iowa was yet a territory. In the early fifties the founders and operators of the institute, chief among whom was the Hon. James Harlan, of hallowed memory, in co-operation with the Iowa conference of the Methodist Episcopal church, planned the development of the institute into a school of collegiate grade. The said Iowa conference passed resolutions and perfected details for the execution of the above mentioned plans, and put the same into operation at its session in 1854. The charter of the Iowa Wesleyan University was created by special enactment of the legislature of Iowa under date of February 25, 1855. The legislation is entitled "An act to amend an act to incorporate the Mt. Pleasant Collegiate Institute; approved February 15, 1844." Section 1 reads: "Be it enacted by the General Assembly of the State of Iowa, that the corporate name of the Mt. Pleasant Collegiate Institute, located in Henry county, state of Iowa, be and is hereby changed from Mt. Pleasant Collegiate Institute, to Iowa Wesleyan University, shall have and enjoy all the powers, privileges and immunities that it may now have and possesses under the name and style of Mt. Pleasant Collegiate Institute, and such other powers and privileges as are hereinafter conferred." The corporate existence of the Iowa Wesleyan University therefore continues since the date of chartering the original Mt. Pleasant Collegiate Institute February 15, 1844. Iowa Wesleyan University is therefore the oldest educational institution of its kind in the state of Iowa. It has numbered among its friends and supporters many of the ablest men of the state. Its line of presidents is illustrious. Its first president, James Harlan, took charge of the school at its organization as a university in 1855. He was also the first principal of the Mt. Pleasant Collegiate Institute in 1844, in which position he had continued for years. His worthy succession is a roster of men, able and determined. The mention of many of their names in Iowa "is as ointment poured forth." Among them were Lucien M. Berry, Charles Elliott, J. B. Jocelyn, W. J. Spaulding, Holmes, John Wheeler, J. T. McFarland, C. L. Stafford and Francis D. Blakeslee. Alba C. Piersel was acting president for one year. The present incumbent is J. W. Hancher, who began the discharge of his duties May 1, 1901. Many noble and worthy men and women have been in the faculty through these eventful years, and today its faculty ranks among the first of schools of its class throughout the country. They who laid the foundation in those territorial days and they who builded the superstructure little dreamed what Iowa Wesleyan University would mean to the denomination to which it belongs and to the state whose best interests it nurtures and sustains.

The first building was a small two-story brick, narrowly planned but sturdily built. It is in perfect condition and in service still as a musical conservatory. This school has given special attention to music for a third of a century. Dr. A. Rommel, who this year celebrates his quarter centennial as principal of the musical conservatory of the university, is a man of recognized musical ability throughout the whole country; born, reared and educated in Germany, but having given his best years thus far to American musical culture. He possesses the thoroughness of the fatherland and yet sufficient of the dash and spirit of the great republic to adapt him and his work to the needs of the twentieth century. The trustees of the university have just outlined plans for building an addition to the conservatory, to meet the enlarged demands upon it.

In 1855 a new, three-story brick structure was erected large enough to accommodate the needs of the institution as a collegiate building for more than a third of a century. Its foundation and the walls of the superstructure are as solid and reliable today as when they were first laid. This building now accommodates the large and growing commercial department, the Howe's academy and training school of the university, the departments of mathematics, history, English literature and French. It also houses the splendid, extensive and valuable museum, for which the university has become widely noted. The homes of all literary societies of the university are in this building.

In the early nineties a magnificent chapel and science hall was planned under the direction of President J. T. McFarland, who saw the foundation in, but who voluntarily terminated his connection with the institution before the completion of the structure. To the earnest and enthusiastic devotion of President C. L. Stafford is due the credit for the erection of this splendid building. It contains the halls of Latin, Greek, economics and oratory. It also provides ample accommodation for the department of natural sciences, and commodious and attractive apartments for the growing library. The executive offices of the university are located here.

In 1897 the Elizabeth Hershey Hall, a young women's home, gift to the university of Mrs. Elizabeth Hershey, of Muscatine, was opened. It is a beautiful, symmetrical, artistic, three-story brick building, with high stone basement. It furnishes accommodations for a large company of young women, who enjoy the home comforts to be gotten of spacious rooms, well lighted and ventilated, with steam heat, electric light, indoor toilet, baths, and other modern comforts and conveniences. The building is planned with reference to additional wings, and its dining-room will accommodate two hundred people. Any institution is fortunate to possess so comfortable a woman's home.

Affiliated with the university is the German College, which has grown up in the last quarter of a century, affording ample opportunity to the students of the university to study the German with native teachers. Its students in turn are provided with all the privileges of their mother tongue and native associations, and also with all the benefits accruing from the association, contact, instruction, and environment of a well-organized, well-directed modern college of liberal arts.

The six noble buildings, the beautiful and shady twenty-acre campus are so located and designed as to constitute a symmetrical and picturesque whole.



In 1844 a collegiate institute of preparatory grade, with hope, courage and ambition; in 1901, a college of liberal arts, leading to five baccalaureate degrees, and preparatory school affording every opportunity and convenience for equipment for college entrance, an academy and teachers' training school devoting itself to its special mission, a music school, the pride of the country far about, a German college with an able and well sustained theological department; competent and technical instruction in the sciences, arts, literature and history of the times; an organized school of fine art, just beginning to lay claim to the attention of the public—this is the story and this is the evolution of seven and fifty years. There is but one thing more—the goal of the future. Iowa Wesleyan University would maintain herself among like schools of the state and of the country, with credit to herself and to her class. She would meet the demands and needs of her natural and legitimate constituents, with credit to the church, the state and the patrons. She would stand before God, approved. To these ends she has faith, hope, courage, ambition.

#### A STATISTICAL SUMMARY.

When established.....	1844
Number of professors....	18
Number of other teachers.....	7
Students in college work .....	77
Students in preparatory work .....	78
Students in other courses .....	225
Number enrolled 1900-1901 .....	380
Value of buildings, furniture and grounds .....	\$150,000.00
Amount of endowment, exclusive of buildings, etc..	\$ 78,000.00
Number of volumes in libraries.....	10,000
Value of libraries.....	\$ 25,000.00
Value of apparatus .....	\$ 5,000.00
Charge per annum for tuition in regular courses....	\$ 41.00
Room, and necessary incidental expenses per annum, \$	50.00
Average of total annual expenses per student .....	\$ 180.00
Number in last class graduated:	
Males .....	8
Females .....	7
Whole number of graduates since organization of institution.....	700

#### LENOX COLLEGE, HOPKINTON.

ANDREW G. WILSON, PRESIDENT.

It was in 1854 when the first settlers of the town of Hopkinton began to talk of the importance of having an educational institution in this place. It was about that time when the Rev. Jas. Neil, of the Reformed Presbyterian church, first visited Hopkinton. As he entered the small village he paused for a few moments on the commanding eminence where the college buildings now stand, and remarked, "What an ideal place for a college." Promi-

nent among those who took the initiative in organizing the institution were Dr. W. P. Cunningham, Leroy Jackson, Henry Carter, Jas. Kilpatrick, Rev. W. A. Roberts and the five Bowen brothers. The first articles of incorporation were drawn up in 1856. According to these articles the first officers were to be elected on the first day of September, 1856. The articles were recorded on the third day of October, 1856. The object of the organization as stated in the articles was, "To promote the interests of education, advance literature, and cultivate and disseminate a knowledge of the arts and sciences by the establishment of a seminary of learning at Hopkinton, Iowa "

During the same fall work was begun on a building which was completed in the year 1858. The first term opened on September 1, 1859, with an enrollment of about forty students. The control of the institution was tendered to the Old School Presbyterian Synod of Iowa North, in 1860, and that body assumed control in the following year. It was for many years the only educational institution controlled by the Presbyterian Synod in this state.

The present articles of incorporation were recorded on October 11, 1873. The institution has always been distinctively Christian in both its control and its instruction. The trustees are elected by a vote of the Synod for a term of three years. Every graduate for the last six years has been a member of some evangelical church.

The list of presidents has been as follows:—

Rev. Jerome Allen, Ph. D.....	1859—1863
Rev. J. W. M’Kean, A. M.....	1863—1864
Rev. J. D. Mason.....	1864—1865
Rev. Samuel Hodge, D. D.....	1866—1882
Jas. A. Ritchey, Ph. D .....	1882—1888
Rev. Alexander G. Wilson, D. D.....	1888—1894
Rev. Hugh Robinson, A. M.....	1894—1898
Andrew G. Wilson, A. M.....	1897—1901

The spirit of patriotism has always been strong at Lenox. In all ninety-two students from the institution enlisted in the northern armies during the civil war, "a larger proportion than from any other school in the state." On May 6, 1864 president M’Kean resigned and entered the army as captain of a company in which all but four of the students enlisted. The work of the school was suspended till the fall term. President M’Kean died in the service. The fine monument which stands on the campus to commemorate the names of those who went from the school and vicinity is believed to be the first monument erected in the state for the solidiers of the civil war.

The spirit of the institution has always been strongly religious. Its alumni are found as missionaries on every continent except Africa. A large per cent. of its alumni have entered the gospel ministry.

A Y. M. C. A. organized by the students in the fall of 1876 and a Y. W. C. A. organized in October, 1877, claim to be the oldest college Y.M.C.A. and the oldest college Y. W. C. A. in the state. A systematic course of Bible study is carried through the entire seven years of preparatory and collegiate work at Lenox. Since October 7, 1897, a daily noon prayer-meeting has been maintained by the students, and has always been well attended. It has always been the belief of the trustees and faculty that religious instruction and training are an essential part of an education and



that a neglect of these endangers the morals of our people and the stability of our government.

The cultivation of oratory has always been encouraged in this institution with the result that in the last few years her representative has once received second place and twice received first place in the state oratorical contest, while the Lenox orator is the only Iowa orator in the last eighteen years that has won the inter-state contest.

The original college building, completed in 1858, was enlarged by an addition made in 1875, which nearly doubled its capacity. About fifteen years later the building known as Clarke Hall was completed, and has been since used as a ladies' boarding hall. A few years later a small observatory was erected on the campus, and in 1900 the new gymnasium and library building, known as Doolittle Memorial Hall, was completed. New apparatus has been provided during the last year for the gymnasium and laboratories, and these buildings provide abundant room for the present needs of the college. In connection with the gymnasium the students have the use of a fine athletic park of about fifteen acres.

The college museum is quartered in the Doolittle building, and comprises about four thousand specimens of minerals and fossils, and about an equal number of zoological specimens. It also contains a very interesting collection of anthropological material, mostly contributed by the Lenox missionaries in foreign lands.

The college offers three collegiate courses of study, classical, scientific, and literary, aiming to comply with the standard established by the State Teachers' Association, as to requirements for admission and for graduation. A three-year preparatory course is also offered and a two-year normal course. The musical department offers four-year courses in vocal and instrumental studies.

#### A STATISTICAL SUMMARY.

When established:

Incorporated .....	1856
Opened .....	1859
Number of professors.....	7
Number of other teachers.....	5
Students in college work.....	64
Students in preparatory work.....	70
Students in other courses.....	31
Number enrolled 1900-1901.....	165
Value of buildings, furniture and grounds....	\$65,000.00
Number of volumes in libraries.....	5,200
Value of libraries.....	\$ 6,000
Value of apparatus.....	\$ 5,000
Charge per annum for tuition in regular courses.....	\$ 30.00
Room, and necessary incidental expenses per annum..	\$ 115.00
Average of total annual expenses per student.....	\$ 145.00
Number in last class graduated:	
Males .....	5
Females.....	7
Whole number of graduates since organization of institution. ....	266

## LUTHERAN COLLEGE, JEWELL.

V. H. HEGSTROM, PH. D., PRESIDENT.

## HISTORY.

Jewell Lutheran College was organized in 1893 by an association consisting chiefly of Norwegian Lutherans of Hamilton, Story, and surrounding counties. The new undertaking elicited considerable interest, and students came from several states to attend the institution. There were numerous difficulties, however, to be overcome; more, possibly, than the association had expected to meet. The finances presented the most embarrassing problems. During the four following years it became more and more plainly understood that the college, in order to have success, had to have more financial and moral support than the association could furnish, and hence, in the fall of 1897, it was transferred to the Iowa District of the Hauge Evangelical Lutheran Synod. The new constituency undertook at once to place the college on a safe financial footing. Subscriptions were secured to cancel the debt resting on the college. Certain changes in the faculty were made, and the college, though retaining its name, became virtually a new institution. New departments of instruction were formed; new vigor was infused into the work, and new friends and additional support were gained. The attention of the people is now, more than ever before, directed toward the college, and it enjoys the confidence of educators as well as of the people at large.

## DEPARTMENTS.

The college now embraces ten departments, as follows:

*Academic*, with a classical and a scientific course, each four years. Graduates of this department are received on certificate into the freshman classes of the State University of Iowa, the University of Minnesota, and other leading institutions.

*Normal* (four years' course, leading to the degree B. Di.

*Parochial* (two years' course), for such as wish to teach both public and parochial school.

*Commercial*, with courses leading to the degrees of B. Acc'ts and M. Acc'ts.

*School of Shorthand and Typewriting*.

*School of Artistic Penmanship*.

*Conservatory of Music*, the course leading to the degree B. M.

*School of Elocution and Physical Culture* (two years' course).

*School of Domestic Economy* (two years' course).

*School of Art*.

## ATTENDANCE.

A young school, started with small resources, cannot at first expect a large attendance. Jewell Lutheran college has been no exception to the rule, but is gaining ground from year to year in an encouraging manner.

The enrollment during last school-year was 135, about half of this number being ladies. Students were enrolled from Iowa, Minnesota, South Dakota, Nebraska, Illinois, Wisconsin, Michigan and Wyoming.

#### BUILDINGS.

The main building, erected in 1893, is a three and a half story structure, built of stone and brick, containing an assembly room with a seating capacity of 400 or 500 people, several large class-rooms, library, dormitory accommodations for about seventy persons, dining hall and kitchen.

A hospital—a one story frame building—was erected in 1891.

A ladies' dormitory, two stories high, built of brick, and giving accommodations to about fifty students, will be ready for occupancy before the end of the year.

#### EQUIPMENTS.

The college has a good working library to which additions are made annually.

A reading room is established where papers and periodicals are on file for the benefit of the students.

For the instruction in the sciences are provided physiological and zoological charts, a large number of zoological specimens, and physical apparatus, several valuable additions having recently been made.

For the instruction in music a number of excellent musical instruments have been procured, which may be rented by the students at a nominal price.

#### RESOURCES.

The college property, moderately estimated, is worth about \$25,000, and with the improvements now to be made will be worth at least \$32,000 before the end of the year.

Voluntary contributions are made by numerous friends of the college to meet current and special expenses. Legacies are also being made in favor of the college. The income from these sources during the last year have been several times larger than that of preceding years.

#### OFFICERS.

##### *Board of Trustees.*

Mr. Hans Underdahl, Frost, Minnesota, *President*.

Mr. E. E. Rorem, Jewell, Iowa, *Secretary*.

Rev. C. J. Eastvold, Jewell, Iowa.

Rev. G. C. Gjerstad, Slater, Iowa.

Mr. Richard Nelson, Jewell, Iowa.

Mr. Hans Ferbitz, Jewell, Iowa.

Mr. Gilbert Knudson, Jewell, Iowa.

Mr. Edw. Hanson, Eagle Grove, Iowa.

##### *Board of Directors.*

Rev. C. J. Eastvold, Jewell, Iowa, *President*.

Rev. S. O. Heidal, Radcliffe, Iowa, *Secretary*.

Rev. O. J. Wagnild, Jackson, Minnesota.

Rev. J. N. Sandven, Roland, Iowa.

Mr. N. J. Nelson, Ellsworth, Iowa.

*Faculty.*V. H. Hegstrom, Ph. D., *President.*

O. O. Stageberg, B. L.

Louise Nelson. B. Di.

S. E. Dime, B. Acc'ts.

Serine Eisteinson.

Marie Hetlesater, B. M.

Isabelle Hill.

Elizabeth Villas.

## A STATISTICAL SUMMARY.

When established .....	1893
Number of professors....	6
Number of other teachers.....	4
Students in preparatory work.....	54
Students in other courses .....	81
Number enrolled 1900-1901 .....	135
Value of buildings, furniture and grounds.....	\$25,000.00
Number of volumes in libraries .....	1,500
Value of libraries.....	\$ 3,000.00
Value of apparatus .....	\$ 150.00
Charge per annum for tuition in regular courses ...	\$ 30.00
Room and necessary incidental expenses per annum, including board .....	\$ 88.75
Average of total annual expenses per student .....	\$ 130.00
Number in last class graduated.....	Males, 6; females 8
Whole number of graduates since organization of institution.....	50

## MORNINGSIDE COLLEGE, SIOUX CITY.

WILSON S. LEWIS, A. M. D. D., PRESIDENT.

Morningside college is the youngest of all the colleges of Iowa, being but six years old. There was no institution of actual college grade in all of the north-west quarter of the state and the members of the North-West Iowa Conference of the Methodist Episcopal church were impressed that an institution of such character should be located somewhere in this great territory. In 1894, a committee composed of representative business men and members of the conference was appointed to look over the field and decide on a location. This committee reported favorably on buying the building and campus of the defunct University of the Northwest located in Morningside, a residence suburb of Sioux City, Iowa. The plant was composed of a campus of about twenty acres on which was located a building erected in 1890 at a cost of about \$35,000.00, and the foundation of a main hall laid in the same year at a cost of \$30,000.00. This property was then in the hands of eastern capitalists who were anxious to sell at a moderate sum. The plant was purchased and Morningside college opened its doors to students in the fall of 1895.

Rev. G. W. Carr was the first president and successfully guided the affairs of the institution for two years. W. S. Lewis, A. M., D. D., was then called to the presidency. Dr. Lewis was for many years the highly successful president of Epworth seminary of this state and brought to the institution an experience such as the new college needed. The original debt was soon paid and the close of his third year saw the completion of main hall at a total cost of \$100,000.00. In the four years of his administration the number of students has increased 135 per cent. The attendance during the past year was 440. The number of members in the faculty of the college and academy has increased from five to twenty. All are college graduates except the librarian and the instructors of book-keeping and drawing. Fourteen of these rank as full professors and six as instructors. The number of teachers in the conservatory of music has increased in the same time from three to seven.

The institution does not grant honorary doctor's degrees of any kind and it is the purpose of the faculty to avoid the puerile custom, so common in denominational colleges, of granting masters' degrees for mere non-resident, paper courses. It is the determination of the management to maintain an institution of high grade that shall command the respect of scholars in our best colleges and universities. The present faculty received their training in seventeen colleges and universities and most of them have supplemented their college training by courses in one or more of the great universities.

Modern courses of study have been adopted. Candidates for the bachelors degree are required to do major work in some special line and accompany it with two allied minors. Considerable original research is being done by both faculty and students, and some departments require a student who completes a major to spend a year in original research.

Written by Prof. A. N. Cook.

#### A STATISTICAL SUMMARY.

When established.....	1895
Number of professors.....	14
Number of other teachers....	13
Students in college work.....	63
Students in preparatory work.....	310
Students in other courses.....	67
Number enrolled 1900-1901 .....	440
Value of buildings, furniture, and grounds .....	\$150,000.00
Number of volumes in libraries ..	3,500
Value of apparatus.....	\$ 6,000.00
Charge per annum for tuition in regular courses.....	\$ 33.00
Room, and necessary incidental expenses per annum.....	\$ 125.00
Number in last class graduated: males.....	7
Females.....	2
Whole number of graduates since organization of institution.....	32

## NORWEGIAN LUTHER COLLEGE—DECORAH.

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LAUR LARSEN, PRESIDENT.

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The Norwegian Luther College was established by the synod for the Norwegian Evangelical Lutheran Church of America, in the year 1861. Thirty-two acres of land were bought for \$1,500.00 at Decorah, Winnesheik county, Iowa, but as there were no buildings on this land, the school found temporary accommodations during its first year in the neighborhood of La Crosse, Wis., in a large parsonage which then happened to be vacant. The school had this year two teachers and sixteen pupils, although not more than eleven at any one time. One of the teachers, Rev. Laur Larsen, was the director of the institution. The next year the school was removed to Decorah, where a building had been bought for temporary use. The number of students this year was thirty-two. In its third year, 1863-64, the school had fifty-five students and three teachers, and for its temporary accommodation a smaller building was erected. But these temporary arrangements soon proved insufficient, and many students who applied for admission had to be refused on account of lack of room. The erection of a new building, well adapted for its purposes, therefore became an urgent necessity, and the foundation of such building was laid by the synod in 1864. The building itself was finished in 1865, and dedicated on the 14th day of October of that year. The cost of the building was \$75,000.00, and still it contained only the center part and one wing. The other wing was added in 1874.

Meanwhile the number of students as well as teachers gradually increased, and the institution prospered and made progress. But in 1889 a great calamity befell the school. The building, which had been erected with so great effort and sacrifice, and which in its completed condition had cost more than \$100,000.00, was destroyed by fire on the 19th of May. But now it was seen how deeply rooted the school was in the hearts of the people. Everywhere money was subscribed for the rebuilding of the college, and promises were made to help on the good work. Unhappily a disagreement about the place where the school should be rebuilt delayed the work, and gave the enthusiasm time to subside. Still, when the rebuilding on the old site was begun the next spring, sufficient money was contributed to have the building restored, furnished with modern improvements and altogether in a much better shape than before. It was dedicated and occupied on the 14th day of October, 1890, the twenty-fifth anniversary of the dedication of the former building. In the present year (1901) an electric light plant has been installed in the building, a gift from the Alumni Association of the college. This is highly appreciated by the occupants, and a long-felt want has thereby been met.

The object which the Norwegian Lutheran Synod had in view when establishing this school was the education of men who could preach the Word

of Life according to the confession of the Lutheran church to the rapidly increasing Norwegian population of this country. In their old home the Norwegians had been used to having only such ministers as had received a classical education, and they considered it a matter of course that the ministers of this country would need the same amount of educational training. They, therefore, did not think of establishing any theological seminary before they had a college with a classical course to prepare the students for the study of theology. The college was arranged according to the European plan like a Norwegian Latin school or German gymnasium. It had a continuous course of six years, and Latin and Greek were the principal studies. On account of the special character of the school, the religious instruction and the Norwegian language were very important branches, and up to date these two subjects take up one-fifth of the number of lessons given. Parallel with the lower classes instruction was given to such as wished to prepare themselves for teaching in the parochial schools.

In 1881 the course of study was extended to seven years, and the plan of instruction was changed so as to conform more closely to that of the American colleges. The school was divided into a preparatory department of three years, and the college proper requiring four years of study.

In the preparatory department is taught English, Norwegian, Latin, and German, arithmetic, algebra, and plane geometry, geography with special stress laid on the geography of Europe, an outline of general history and a more extensive history of the United States, together with civil government, and physics combined with physical geography. The religious instruction consists in a thorough study of all the historical parts of the Bible, and a review of the explanation of Luther's catechism taught in our parochial schools.

In the college proper the study of the same languages as in the preparatory department is continued, and Greek, Hebrew, and French are added, the two last named, however, only in the senior class. Solid geometry, trigonometry and chemistry are studied. A more extensive course in general history is given, and a special course in the history of England and the Scandinavian countries. In all the languages, except Hebrew and French, the history of their literature is taught, accompanied by the reading of selections from representative authors. In the senior year also an outline of the history of education is given. The religious instruction consists in the study of a more thorough explanation of the catechism, part of the New Testament in Greek, and the Augsburg confession.

Luther College has during the forty years of its existence had 2,152 students, of which number 380 have graduated as bachelors of arts. Its present number of teachers is ten. Rev. Laur. Larsen has been at the head of the institution since its beginning and since 1865, when it was incorporated, as its president. Excluding the twenty young men who graduated last summer and whose present occupation cannot yet be stated, the graduates are, according to the latest catalogue, in the following occupations.

Clergymen .....	136
Teachers .....	58
Editors and authors.....	7
Attorneys .....	7
Physicians and medical students.....	22



Students of theology.....	32
Pursuing other studies.....	15
In various occupations.....	51
	<hr/>
Total number of graduates now living.....	328
Deceased.....	32
	<hr/>
Total.....	360

One hundred twenty-four of the students of Luther College have become clergymen without finishing the collegiate course.

A STATISTICAL SUMMARY.

When established.....	1861
Number of professors.....	10
Number of other teachers.....	None
Students in college work during the year 1900-1901...	107
Students in preparatory work.....	100
Students in other courses.....	None
Number enrolled 1900-1901.....	207
Value of buildings, furniture and grounds.....	\$80,000.00
Amount of endowment, exclusive of buildings, etc...	\$10,588.95
Number of volumes in libraries.....	10,248
Value of libraries.....	\$ 5,000.00
Value of apparatus.....	\$ 7,500.00
Charge per annum for tuition in regular courses in preparatory department .....	\$ 20.00
Room, and necessary incidental expenses per annum, including light, fuel, and physician's salary..	\$33.50 or \$34.00
Average of total annual expenses per student, board- ing per week last year.....	\$ 1.60
Number in last class graduated: Males.....	20
Females.....	None
Whole number of graduates since organization of insti- tution.....	380

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THE NORA SPRINGS SEMINARY AND BUSINESS COLLEGE,  
NORA SPRINGS, IOWA.

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THOS. WM. TODD, A. M., PRINCIPAL.

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HISTORY.

The history of the Nora Springs Seminary traces back to the summer of 1891 when Professor C. P. Colgrove, at present professor of pedagogy at the State Normal School, resigned the superintendency of the Waukon schools to assume its control. The school had been established two years before, but after one year of unpleasant experience with an unsuccessful principal, it was not an inviting field. The remarkable progress of the school under Professor Colgrove's four years' principalship is one of the evidences which



combine to prove him a successful school man today. In 1895, the Seminary passed into the hands of H. A. Dwelle and J. F. Mitchell, and remained under their joint control for two years. Since Mr Mitchell's retirement in 1897, the school has been under the control of Mr. Dwelle until in June this year Mr. T. W. Todd assumed its management. Its enrollment has constantly increased until at present it numbers over four hundred annually.

#### AIM.

The aim of this school is preparation for college, for teaching, for business, and for the home. Its courses are planned with this in view. The seminary, the business college, and the school of music and art are maintained as separate schools in order that greater efficiency may be attained.

#### COURSES.

The seminary offers three courses of three years each; the classical course, which prepares for entrance into any college, the normal course, preparing for a state certificate, and the science course which gains entrance into the scientific and polytechnic schools. In addition to these there is also maintained a course in the common branches for the benefit of those desiring this work. The business college offers a commercial course and course in shorthand and typewriting, each of which requires about one year for its completion. The former course includes instruction in commercial branches, office work and actual business practice. The work in each department is thorough and modern and the requirements rigid. The shorthand graduate must be able to write upon new matter at the rate of one hundred words per minute, and transcribe upon the typewriter without error at the rate of forty words.

The school of music and art offers courses in vocal music, painting, drawing, elocution, and instruction upon the piano, organ, violin, guitar, clarinet, and band instruments. Band and orchestra instruction also form a part of this work.

#### STUDENTS.

Over 2,000 different students have been enrolled in this school, representing every state from Vermont to the Rocky Mountains, and from Canada to Oklahoma. Its students have entered every college in Iowa, and many in neighboring states, and the high rank taken by them reflects credit upon their preparation. Hundreds of its normal students are teaching in the schools of northern Iowa, filling acceptably superintendencies, principalships, graded positions and positions in private schools. The demand which exists for the graduates of the business college is shown by the fact that every shorthand graduate for the past three years has secured a position upon graduation. During the past year a number of applications for students in bank and office positions, had to be rejected because all available graduates were employed. The school of music and art has been sending out musicians, elocutionists, and artists of unusual ability, who have met with great success both as teachers and students in higher schools.

#### TEACHERS.

The Nora Springs Seminary and Business College maintains a faculty of fourteen members, each of whom is chosen as a specialist in his own line. The greatest care is used in making these selections, as the management

believes that the success of a school depends upon its teaching force. As evidence of the high standing of its former instructors, we present the following list of names of some of those who have had a part in the management of the school.

Prof. C. P. Colgrove and Prof. Harry Cummins of the Iowa State Normal School, Cedar Falls, Iowa; Supt. H. A. Dwelle, Waukon, Iowa; Prof. J. F. Mitchell, Hattie Moore-Mitchell, and Prof. C. D. McGregor, Drake University; Prin. S. S. Stockwell, Van Buren School, Cedar Rapids, Iowa; Prof. Howard Adams, Van Meter, Iowa; Supt. O. O. Vogenitz, Britt, Iowa; Miss Lottie M. Lakin, Brighton, Colorado, high school; and Miss Alice Fullerton, who still remains a teacher in the school. No similar school can show a larger list of successful educators, who have had a part in its growth and development. In addition to these there is a long list of equally successful teachers who have dropped from the ranks of school workers. Nor would this record be just if it were to omit the name of Mrs. Winifred D. Colgrove, to whom was due in a marked degree the success of the school during the first four years of its existence, and whose death in March, 1897, is still mourned by her devoted students.

MATERIAL EQUIPMENT.

The material equipment of the school is modern and efficient. The seminary building is sixty feet square, three stories high with basement, and is situated in a beautiful campus of three acres. There has been no waste of funds upon show which should have been put upon teachers' salaries, but its equipment is fully adequate to its needs. A large chapel furnishes seating room for between four and five hundred persons. The entire third floor is occupied by the business college. Its classrooms are well lighted and heated, and are furnished with students' chairs with tablet arm, noiseless erasers, dustless crayon, and similar minor equipment which distinguishes the well managed school. Great attention is given to making the building clean, comfortable, tasty and inviting.

FUTURE.

The Nora Springs Seminary is well managed but by no church society or other organization. Its success has been due to the loyal support of its teachers, its alumni, and the people of Nora Springs. That it is destined for still greater things is evidenced by the fact that these elements of its success cannot change. Its students, faculty, and friends are still loyal, and will remain so during its coming years of usefulness. There is a place for a Christian school that is nonsectarian; a school that furnishes short, practical courses; a school that has to offer what the public demands; a school whose sole purpose is to do the most possible for the development and progress of its students.

A STATISTICAL SUMMARY.

When established .....	1891
Number of teachers .....	14
Students in preparatory work.....	130
Students in other courses.....	130
Number enrolled 1900-1901.....	260
Value of buildings, furniture, and grounds.....	\$8,000.00
Number of volumes in libraries.....	200

Value of apparatus.....	\$ 150.00
Charge per annum for tuition.....	\$ 35.00
Room, and necessary incidental expenses per annum.	\$ 110.00
Average of total annual expenses per student.....	\$ 150.00
Number in last class graduated: Males.....	22
Females.....	14
Whole number of graduates since organization of institution.....	357

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### PARSONS COLLEGE, FAIRFIELD.

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REV. F. W. HINITT, PH. D., PRESIDENT.

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#### FOUNDATION AND HISTORY.

Parsons College owes its existence to the beneficent spirit of Lewis B. Parsons, Sr., a native of Massachusetts, born at Williamstown, April 30, 1798. He became interested in Iowa partly through investments in Iowa land and partly through a visit paid to his son, Charles, then a resident of Keokuk. This acquaintance impressed him with the possibilities of Iowa, and finally led him to bequeath a large part of his property for the foundation of a Presbyterian college in Iowa. The following quotation from the bequest shows his earnest Christian spirit:

“Having long been convinced that the future welfare of our country, the permanence of its institutions, the progress of our divine religion and an enlightened citizenship greatly depend upon the general diffusion of education under correct moral and religious influences; and having during my lifetime used to some extent the means given me by my Creator in accordance with these convictions, and being desirous of still endowing objects so worthy as far as in my power lies, I do therefore give and bequeath the residue of my estate to my said executors and the survivors or survivor of them, in trust, to be by them used and expended in forwarding and endowing an institution of learning in the state of Iowa.”

Mr. Parsons died just before the outbreak of the civil war. This crisis in our history and the consequent depreciation of land value, together with the dissension between the two branches of the Presbyterian church, led to a long delay in founding the contemplated institution.

Finally, in 1874, at the meeting of the Synod in Des Moines, definite action was taken toward the establishment of the institution. A committee of twelve was appointed to take charge of the matter. This committee, in turn, selected from its number an executive committee of three, viz: Rev. John Armstrong, of Muscatine; Rev. Willis G. Craig, of Keokuk; Rev. Carson Reed, of Fairfield.

On December 11, 1874, a proposition was made to establish the college at Fairfield if the sum of \$27,000 could be raised. This condition was quickly met. Accordingly, on February 24, 1875, at the call of Lewis B. Parsons, senior executor of his father's will, thirty men were invited to Fairfield to form an association and elect a board of trustees. The resulting board consisted of twenty-five representative citizens and ministers of the gospel of Fairfield and adjacent cities.

Lewis B. Parsons was first president of the newly formed board. A beautiful site for the college was soon secured in the north part of town and ground at once broken for the new college building.

College exercises began on September 8, 1875, under the instruction of three professors and two assistants. The catalogue of 1876 showed an enrollment of sixty-three. In June, 1877, Rev. John Armstrong was elected as the first president of Parsons.

Such in brief was the foundation of Parsons college.

The subsequent history of the college has much in common with the early years of similar institutions. Kind friends have from time to time appeared and given generously of their means as the occasion demanded. In this way the endowment fund has been increased to an aggregate of \$150,000. Numerous gifts of books have also been made to the library, so that the college now has a library of over 4,000 volumes.

In 1900, through a bequest of \$6,000 from Calvin Ballard of Winterset, and generous gifts from Geo. W. Cable, of Davenport, and Thomas D. Foster, of Ottumwa, plans were made for the erection of a ladies dormitory on the college campus. Ground was broken in August of the same year and in September, 1901, the building was completed and furnished. This building, known as Ballard Hall, provides a beautiful home with all modern improvements for about thirty young ladies. It is a much appreciated addition to the equipment of the college and cost \$14,000.

#### AIM.

Parsons college aims in its methods and class-room work to counteract the present tendency to secularize and dechristianize education in our public and state educational institutions. Toward this end study of the Bible is required of all students. In brief, all the exercises and associations of the college are planned to surround the students with Christian influence.

The curriculum provides for both sexes all the advantages of a liberal education in the arts, sciences and philosophy. These courses, through accurate scholarship and mental discipline, aim to prepare the students both for professional study and the requirements of practical life.

#### EQUIPMENT.

The main college building, known as Ankeny Hall, is a commodious brick structure of three stories in height. This building contains nine class-rooms, two society halls, chemical, physical and biological laboratories, reading-room and president's office.

The class-rooms are provided with maps, charts, etc., necessary for elucidating the subjects taught therein. The laboratories are furnished with all necessary apparatus for advanced experiments and accurate measurement in physics, chemistry and biology. A recent addition to the equipment of the college is a stereopticon lantern and supplies.

Ballard Hall and its accommodations have been mentioned above.

For gymnastics and athletic sports ample provision has been made. The college campus is provided with tennis courts, and a base-ball and foot-ball field. For gymnastics a room has been provided where a thorough course in free and light gymnastics is annually given. This room has ample facilities for all who wish to take instruction in the heavy gymnastics. It is

therefore no exaggeration to say that means are provided at Parsons, for the full, rounded development of the mental, physical and religious nature of all students in attendance.

#### COURSES OF STUDY.

Instruction at Parsons is divided into four departments, as follows: The academy, the college, the music and art departments.

The department of music is in charge of graduates of the Boston conservatory and is second to none in the state.

Art instruction is in charge of a student of Cormon and Petitjean who is competent to teach all branches of drawing and painting.

The work in the academy covers all the requirements for admission to our best colleges as well as preparation for teaching or business life. For the better accomplishment of these purposes the studies are classified into classical, scientific and english courses.

Similarly in the college the studies are arranged with a view toward meeting the students' future needs.

The courses here are termed classical, philosophical and scientific courses.

The first is the time honored literary course with Greek and Latin required for two years. The second substitutes a modern language in place of Greek.

In the third no ancient language is required. After sophomore year in all courses a large variety of electives are open to the students of all courses. This list at Parsons comprises ninety-eight courses distributed nearly equally among the following subjects: Bible, philosophy, ethics, pedagogy, economics, history, ancient languages, modern languages, mathematics, physics, chemistry, biology and geology.

Such in brief is the history of Parsons college, its equipment and work. No college can be measured by a mere narration of its resources. Its inner life must be experienced; its product of successful men tested. Parsons for a brief life of twenty-five years has an honorable record. In that brief period 279 students have been graduated, of whom sixty-three have entered the gospel ministry, sixty-six teachers; twelve college professors, thirteen physicians; six journalists; twelve foreign missionaries; twenty-nine lawyers and thirty-two in the walks of business life.

In conclusion, then, Parsons college is an institution for the education of Christian citizens. It is an institution offering first class facilities at moderate cost. It stands as an inspiration and incentive to the young people of south-eastern Iowa toward nobler living and more consecrated citizenship.

#### A STATISTICAL SUMMARY.

When established.....	1875
Number of professors.....	8
Number of other teachers.....	10
Students in college work.....	78
Students in preparatory work .....	68
Students in other courses.....	175

Number enrolled 1900-1901 . . . . .	277
Value of buildidgs, furniture and grounds . . . . .	\$ 100,000.00
Amount of endowment, exclusive of buildings, etc. \$	150,000.00
Number of volumes in libraries . . . . .	4,000
Value of libraries . . . . .	
Value of apparatus . . . . .	
Charge per annum for tuition in regular courses . . . \$	32.00
Room, and necessary incidental expenses per annum. \$	75.00
Average of total annual expenses per student. . \$	150.00 to 225.00
Number in last class graduated: Males 11. Females	4
Whole number of graduates since organization of institution	279

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### PENN COLLEGE—OSKALOOSA.

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A. ROSENBERGER, PRESIDENT.

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Previous to the year 1863, an educational institute had been established at Spring Creek, a few miles out of Oskaloosa, but in September of that year the building was destroyed by fire. The friends and patrons of the institute, desiring to establish and maintain an institution of collegiate rank, formed an association for this purpose, and on January 27, 1864, incorporated under the name of Spring Creek Union college. In 1886, Iowa Yearly Meeting of Friends took steps to unite the educational forces of the yearly meeting, and through the representations of a committee, Spring Creek Union College Association amended its articles of incorporation by granting the yearly meeting the right to nominate a part of the board of directors, and at the same time changed its name to Iowa Union College Association of Friends. The object, as set forth in the articles of incorporation, was to establish a college in or near the city of Oskaloosa, to be conducted according to the principles of the Society of Friends. At the annual meeting of the association, September 9, 1873, the same was changed to Penn college, and the first college term was opened September 23, 1873. The first graduation was in 1875, since which date a class has been graduated each year.

John W. Woody was chosen the first president of the college, and served in this capacity for four years. The faculty consisted of the president and four professors. The enrollment the first year was about 200, most of whom were in the preparatory department. During this time beginnings of a museum, cabinets, and library were made.

In 1877 president Woody resigned and was succeeded by William B. Morgan, who served as president for two years.

In 1879 Doctor Benjamin F. Trueblood succeeded to the presidency. Under his careful guidance the college acquired a reputation for thorough, substantial work, unexcelled by the older institutions of this and adjoining states.

The college opened in 1873, with only the west wing of the main building erected. A few years later the central portion was built, and finally, in 1890, through the liberality of the people of Oskaloosa, the east wing was erected, thus completing the building as originally planned. In this year



Dr. Trueblood resigned and Absalom Rosenberger was called to the presidency. During President Rosenberger's incumbency requirements for admission have been raised, the courses of study enlarged, the material equipment substantially increased, and the attendance of students has about doubled.

In 1894, Major and Mrs. S. H. M. Byers adorned the chapel with a fine collection of paintings secured during their residence abroad, consisting of copies of the famous master-pieces and a number of original paintings. Through the liberality of Charles and Albert Johnson, the college, in the autumn of 1900, came into possession of a fifty acre tract of land adjoining the city of Oskaloosa on the north. Through the gifts of other friends of the college more than \$50,000 were added to the permanent funds that same year, in addition to the above tract of land.

The college has constantly kept in view the design of its founders, that it should be a thoroughly Christian college. It recognizes the fact that intellectual culture apart from vital Christianity can never develop a well rounded character, and it has ever striven to keep before its students high ideals of true Christian manhood and womanhood with thorough intellectual culture. Students are required to attend the devotional chapel exercises daily and some place of worship on Sabbath morning. The Young Men's and Young Women's Christian Associations are organized and carried on by the students; they include in their membership a large part of the student body. They are an important factor in maintaining and developing the Christian life among the students. Each association holds a prayer meeting during the week, and gospel meetings on Sabbath afternoon. They also maintain several Bible classes and mission study classes. The college endeavors to maintain constantly a high standard of scholarship. It has a three years' preparatory course, above the common branches. This prepares for entrance to the various college courses. In the college department there are four courses, classical, philosophical, scientific and classical-biblical, each of four years, leading to Bachelor degrees. The classical and classical-Biblical courses lead to the degree of A.B., the philosophical to the degree of B.Ph., and the scientific to the degree B.S. Excellent opportunities are offered for culture in both vocal and instrumental music. The college has well equipped laboratories for work in chemistry and biology and a good beginning has been made in equipping a physical laboratory. The museum, while not large, contains many things of interest and value gathered from various parts of the globe. The college possesses a good working library. On the reading tables are found the leading magazines and several daily and weekly papers. There are five literary societies maintained by the students. The Alethian, composed of ladies, and the Alcinian, composed of gentlemen, jointly possess a beautiful hall in which their meetings are held. They unite once a month in the Argonaut society. The Athens and Jean Ingelow societies, the former composed of boys and the latter of girls, in the preparatory department, occupy a commodious hall in the main building. The subject of oratory receives much attention, especially during the fall term, when class contests are held under the auspices of the oratorical association of the college.

The *Penn Chronicle* is a student's publication. It is issued monthly under the control of a stock company composed wholly of students.

The college owns a tract of five acres, adjoining the campus, which is devoted to athletic purposes. Foot-ball, basket-ball, field events, and indoor athletics during the winter receive their due share of attention.

A STATISTICAL SUMMARY.

When established .....	1873
Number of professors.....	9
Number of other teachers .....	5
Students in college work .....	132
Students in preparatory work .....	157
Students in other courses.....	123
Number enrolled 1900-1901 .....	384
Value of buildings, furniture and grounds.....	\$ 51,000
Amount of endowment, exclusive of buildings, etc....	\$ 90,000
Number of volumes in libraries.....	5,000
Value of libraries.....	\$ 3,000
Value of apparatus.....	\$ 4,000
Charge per annum for tuition in regular courses .....	\$ 38
Room, per annum.....	
Average of total annual expenses per student.....	\$ 150
Number in last class graduated .....	Males 10; females 7
Whole number of graduates since organization of institution	247

PERRY NORMAL SCHOOL, PERRY.

W. M. TARR, PRINCIPAL.

The Perry Normal school was organized during the fall of 1892 by H. C. Wall, and was known as the Perry Business College. From the start the school was a success. The attendance was all that could be expected for the new institution, and before the end of the second year larger quarters were secured for the school. Shortly after this, Prof. E. D. Hully took charge of the commercial department and the school was maintained under the firm name of Wall & Hully until the fall of 1895 when W. M. Tarr took charge of the school and changed the name to the Perry Normal School.

New teachers were employed and a complete normal department added. The school professes to be an academy where young men and women may fit themselves for the active duties of life, and it has been very helpful to the country schools of this and adjoining counties. Nearly half of the teachers of Dallas county have spent at least one term at this school. The school has been recognized by the county superintendents of adjoining counties as a potent influence for good in that section of the state. A two and a three years' course is maintained, also work in didactics and primary methods.

Prof. H. H. Rangeler, who has charge of the didactics work, and Miss Carrie Forgrave, who has charge of the primary methods, are recognized among the leading teachers of their lines of work. In speaking of this school in the Dallas County Teacher, Superintendent Hutchins says: "While spending a few hours in the beautiful little city of Perry one day last week, I



responded to an invitation cordially extended by Mr. Tarr to visit the Perry normal school. We had been there before but never at a time when the school seemed to be so much of a veritable bee-hive as at present. The school, which was reorganized and incorporated last summer with stock subscribed to the amount of \$10,000, is better equipped than heretofore and the attendance very much larger. The school is a normal training school in which special attention is given to the common branches and where young teachers receive wholesome training for the work of the school room. It also has a nicely equipped commercial department where actual business methods and business ethics are taught.

Mr. Tarr has, for a number of years, been a conspicuous character among educators of Dallas and Boone counties and knows the needs of a country school teacher and ever strives to meet them. He is in close touch with the schools and school officers of both counties and not only fits teachers to do good work in the school room but is a trusted and valuable assistant to school officers in the matter of recommending good teachers to them.

Mr. Tarr has struggled along for a number of years alone, until the good people of Perry recognizing his worth, came gallantly to his assistance last summer, and, with him, incorporated the school, putting it on a good substantial basis. Both Mr. Tarr and the Perry people are to be congratulated on having an institution of this kind in their thriving business town."

During the present year music and art departments have been added and in the future this work will be maintained. The school also maintains a complete commercial and short-hand course equal to the leading commercial schools of the state. Many of the graduates have found employment in Des Moines and other large cities. During the past year over 200 students have enrolled and the outlook for the coming year is better than ever before. The school has, by hard work and strict attention to business, won its way to recognition. It has never begged favors or asked for sympathy; being a private enterprize it has been compelled to prove its worth.

#### A STATISTICAL SUMMARY.

When established.....	1892
Number of professors.....	
Number of other teachers.....	6
Students in college work.....	
Students in preparatory work.....	120
Students in other courses.....	93
Number enrolled 1900-1901.....	213
Value of buildings, furniture and grounds.. .....	\$ 8,000.00
Amount of endowment, exclusive of buildings, etc..	
Number of volumes in libraries.....	1,200
Value of libraries..... .....	\$ 500
Value of apparatus..... .....	\$
Charge per annum for tuition in regular courses....	\$ 40.00
Room, and necessary incidental expenses per annum..	
Average of total annual expenses per student,..	
Number in last class graduated: Males, 6; females 3	9
Whole number of graduates since organization of institution	60

## SIMPSON COLLEGE—INDIANOLA.

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CHARLES ELDRED SHELTON, A. M., PRESIDENT.

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Attempts were made at an early period to establish educational institutions within the territory of the Des Moines Conference, but Simpson College illustrates the "survival of the fittest." At the first session of the Western Iowa Conference of the Methodist Episcopal Church, in response to a petition from the quarterly conference of Indianola station, the conference ordered that so soon as the citizens of Indianola should erect, and pay for, suitable buildings, worth at least \$3,000, the conference should accept the same, assume its control, and give its patronage.

A board of trustees was elected, with Rev. E. M. H. Fleming as president; Dr. B. S. Noble, vice president; Rev. J. C. Reed, secretary; and Hon. Geo. W. Jones, treasurer. They incorporated under the name of "Indianola Male and Female Seminary," and employed Prof. E. W. Gray as principal. Immediate steps were taken for the erection of the building. Messrs. Jones and Windle donated the site, and the citizens contributed \$4,350, with which the building was erected in 1861. The seminary lived and grew under the superintendence, in succession, of Professors E. W. Gray, F. H. Winans, O. H. Baker, and S. M. Vernon. In 1867 it was shown to the Des Moines Conference (the southern part of the divided Western Iowa) that the school had outgrown seminary proportions. It was then raised to college grade, named Simpson Centenary College, and Rev. S. M. Vernon made its president. After one year Dr. Alex. Burns became the president. In 1867 the citizens of Indianola assumed the erection of another building, the present chapel, under the leadership of Hon. Geo. E. Griffith, and the contract was let for \$17,500. Through a double failure of the contractor, however, the amount actually paid was much more.

The building was dedicated in October, 1870. The old building, "Blue Bird," as it was called by the students, was shortly afterwards wrecked by a storm.

Out of the failure of the contractor grew expensive litigation, so that debt early began to accrue. The growing demands of the school called for increased expense, and increased debt was the result. An effort was made in the early years to establish an endowment fund. The citizens of Warren county gave \$25,000, which was supplemented by a canvass of the conference until in 1871 the amount exceeded \$60,000. The debt was also paid. Then came the fearful financial crash of 1873, and one-half the endowment notes became unproductive through the poverty of those who had given them. Another debt began, and steadily increased for five years. Dr. Burns, after a vigorous administration of ten years, resigned the presidency in 1878, and Rev. T. S. Berry was elected. He died in February, 1880, so that he signed the diplomas of but one class. To that class great honor is due. The institution was in financial straits, not only because of

the panic of 1873, but on account of the constant agitation for the removal of the college, by members of the conference. This could, and did amount to nothing but a disturbance, hindering the collection of funds, and retarding the work and growth of the institution. So great was the rumble, and so dark the cloud in the spring of 1879, that the faculty offered to give to the members of the senior class credentials of good standing and scholarship if they wished to go to some other institution for their diplomas. But the loyal response came, "We'll stand or fall with Simpson." Such loyalty on the part of not only the class, but of the students, of the local community, and of the majority of the conference members, soon silenced the rumors of removal, and today as for years past Simpson College at Indianola stands as a monument of perpetuity.

Rev. E. L. Parks was elected in the spring of 1880. He began at once to provide for the debt, a work in which he was eminently successful. The debt was paid, the attendance increased, and a new era of prosperity begun. In 1884 the "Centenary" was dropped from the name. In 1886 Dr. Parks resigned, and was succeeded by Rev. W. E. Hamilton, who, resigning after three years, was succeeded by Rev. E. M. Holmes. Upon the resignation of Rev. Holmes, in 1892, Rev. Fletcher Brown was called from the vice presidency to the presidency, in which work he remained until 1898. During President Brown's connection with the school three new buildings were added. Rev. J. B. Harris occupied the president's chair one year. Upon his resignation, in 1899, the present efficient head, Rev. Charles Eldred Shelton, was elected.

The school has shown steady growth, both in attendance and in a financial way. The past few years have witnessed a more rapid increase of students, which heavily taxes the capacity of the buildings, making a new auditorium an absolute necessity. The old chapel will not comfortably accommodate the 500 students in attendance the present term. The project of a building to be called the Epworth auditorium is being vigorously pushed by the field secretary, Rev. L. B. Wickersham. While the distinctively patronizing territory is within the bounds of the Des Moines conference, Simpson does not refuse students coming from more distant parts. The aggregation of students is even cosmopolitan, there being this term five Mexicans, two Chinese, one African, one Japanese, and one Filipino.

The members of the faculty have the individual interests of the students at heart, and keep in close touch with them.

It has ever been the aim to teach the student to think for himself, training the intellect under Christian influences, with the result that rarely, if ever, has an atheist carried away his diploma.

There are eight courses of study: Liberal arts, academy, normal, business, shorthand and typewriting, music, oratory and physical culture, and art.

Captain Daniel Robinson, appointed by the government, is military instructor.

The conservatory of music is a marked feature of the school,

The department has increased so rapidly that a new building for its use is almost as imperative as the auditorium, and both are of the near future.

The effort being made in connection with the twentieth century thank offering of the church is adding to the material resources of the college, and each year adds loyal, enthusiastic alumni.

To say that "the institution was never in a more flourishing condition" is not to give utterance to a stereotyped sentence, but to express the literal truth very feebly.

Written by Alice M. Berry.

A STATISTICAL SUMMARY.

When established.....	1867
Number of professors.....	11
Number of other teachers.....	19
Students in college work.....	134
Students in preparatory work.....	112
Students in other courses.....	497
Number enrolled 1900-1901.....	629
Value of buildings, furniture and grounds.....	\$106,000.00
Amount of endowment, exclusive of buildings, etc..	\$ 56,298.28
Number of volumes in libraries.....	3050
Value of libraries.....	\$ 1,230.00
Value of apparatus .....	\$ 2,600.00
Charge per annum for tuition in regular courses.	\$31.00 to \$38.00
Room and necessary incidental expenses per annum:	
Room.....	\$19.00 to \$38.00
Board.....	\$80.00 to \$95.00
Average of total annual expenses per student .....	\$ 150.00
Number in last class graduated: males, 13; females, 3	16
Whole number of graduates since organization of institution.....	286

ST. ANSGAR SEMINARY AND INSTITUTE, ST. ANSGAR.

REV. SIGURD OLSEN, PRINCIPAL.

The advisability of establishing an academy under the auspices of the Lutheran Church was a question with several persons in St. Ansgar and vicinity nearly thirty years ago. No step was, however, taken in the matter before the year 1878. Being encouraged by Rev. J. Olsen and Rev. B. Gjeldaker, H. S. Houg, A. B. (at present auditor of Mitchell county), opened school October 1, 1878. A large vacant room of the public school building of St. Ansgar, which was divided into two recitation rooms, had been secured. In these rooms school was held for two years. As the public school, at the end of the two years, was in need of more room, the academy was moved to an up-stairs hall in town. This hall was also divided into two recitation rooms; school was also held in these rooms for two years. As the building which the school now occupies was completed at the end of the two years, the academy was moved into it.

Mr. H. S. Houg acted, with some interruptions, as principal of the academy from its establishment in 1878, until the summer of 1890. The school had no other financial resources than the tuition received from the students. These were years of a hard struggle for existence! In the year 1890 a normal school in Wittenberg, Wisconsin, was removed to St. Ansgar

and united with the academy. Its teachers, K. Lokensgaard and P. J. Eikeland, A. B., were appointed teachers in addition to H. S. Houg. Mr. K. Lokensgaard was made principal under the new arrangement. One year later another teacher was appointed, namely, Rev. Sigurd Olsen. Since his appointment the St. Ansgar seminary and institute has had four regular teachers and one teacher of music. Messrs. K. Lokensgaard and P. J. Eikeland having been elected to teach in schools of the Norwegian Evangelical Lutheran Church of America, resigned in 1893 their positions, and K. Gjerset, A. B., was elected principal, and M. R. Odegard was made teacher of the commercial department. As Mr. Gjerset wished to go abroad to study, he resigned as principal in 1895, and J. O. Sethre, A. M., was appointed to fill his place. As Mr. Sethre also wished to continue his studies, in 1898 Sigurd Olsen, A. B., was made principal in his place. Mr. Olsen received during the summer of 1901 a call to preach to congregations in Minnesota, and gave up his position at St. Ansgar seminary and institute. At the present writing, J. P. Tandberg, A. B., has been elected principal of the school, and will very likely accept the position.

The St. Ansgar seminary and institute offers five courses: The preparatory, the college preparatory, the normal, the parochial normal, and the commercial.

It is the conviction of the writer that the seminary has during its existence of more than twenty years made no inconsiderable contribution to education; it has been a force for good in the community in which it has existed and also in a wider territory.

#### A STATISTICAL SUMMARY.

When established.....	1878
Number of professors.....	4
Number of other teachers.....	2
Students in college work.....	6
Students in preparatory work.....	52
Students in other courses.....	16
Number enrolled 1900-1901.....	74
Value of buildings, furniture and grounds.....\$	1,200.00
Amount of endowment, exclusive of buildings etc..	None
Number of volumes in library.....	500
Charge per annum for tuition in regular course.....\$	29.00
Room, and necessary incidental expenses per annum:	
Room.....	20.00
Board.....	47.00
Average of total annual expenses per student.....	96.00
Number in last class graduated: Males, 2; females, 4	6
Whole number of graduates since organization of institution	93

#### ST. JOSEPHS COLLEGE, DUBUQUE.

REV. JOHN P. CARROLL, D. D. PRESIDENT.

This institution was founded by the Most Rev. Archbishop Hennessy, September 8, 1873. It is beautifully located on the bluff, west fourteenth

street, Dubuque, between Henion and Walnut streets. Standing on this elevated point, it commands a magnificent and extensive view of the city, river and surrounding country.

The new college, built in 1878, was found inadequate to accommodate the increasing number of students, and in 1884 a spacious wing was added to the east side of the main building. The college apartments are large and commodious, and are furnished with every modern improvement conducive to health and comfort. The building is heated by steam, thoroughly ventilated and lighted by gas with the latest improved Wellsbach burners. The bath rooms, to which the students have access daily, are supplied with hot and cold water. To make more suitable provisions for the philosophical students and to relieve the present crowded apartments, a new wing will be erected on the west side of the main building during the coming scholastic year.

The recreation grounds attached to the college are laid out so as to afford the students every opportunity for healthful and agreeable exercise. They have lately been enlarged and extensive improvements are now in progress. A magnificent hand-ball court, sixty feet square, was erected a few years ago at a cost of upwards of \$1,000. Large base-ball grounds about a quarter of a mile from the college provide the students with ample amusement on recreation days.

The college is conducted by secular priests of the archdiocese. Relieved of all parochial duties; they devote themselves exclusively to the education of their pupils. The most approved methods are employed to aid in the development of natural talent, and thoroughness in every branch of study is conscientiously insisted upon. Special attention is given to the social, moral and religious training of the students, the great aim of the faculty being to make their pupils not merely men of intelligence, but dutiful sons of Holy Mother church and honorable members of society.

The domestic department is conducted by the Sisters of St. Francis.

*The scholastic year* is divided into two sessions of five months each; the first commencing on the first Wednesday of September, the second on the first day of February.

Students are received at any time during the year, and are assigned to the classes for which on examination they are found qualified.

St. Joseph's college is the preparatory seminary for students aspiring to be priests of the Archdiocese of Dubuque. Students of other dioceses are also received. The course of studies is primarily designed for those who wish to become priests, but it will be found most suitable for those also who aspire to the learned professions, such as law, medicine, etc.

Besides the Latin and Greek classics, the course embraces English, history, mathematics, bookkeeping, the natural sciences—physics, chemistry, biology and astronomy—Hebrew, French and German, and a thorough training in rational philosophy and ethics.

The course is divided into two parts, the academic and the collegiate, the former covering a period of three and the latter a period of four years.

Eight years' pre-academic work or the completion of a full grammar course in a public or parochial school is required for entrance to the first year of the academic department. From applicants who have completed

such a course, certificates will be accepted, signed by the principal or superior of the school.

All other applicants must be prepared to show, on examination, proficiency in English grammar and composition, arithmetic, geography and United States history.

Desirous of occupying a place in the front rank of educational institutions in the natural sciences as well as in the other branches of knowledge, St. Joseph is making a special effort to perfect its scientific course. For this purpose a spacious and admirably lighted science hall has been fitted up at a considerable expense. Instruments, moreover, costing upwards of \$700, illustrating every principle in the various branches treated, have been added to the laboratory. The course embraces physics, chemistry, astronomy and biology.

This institution is incorporated under the laws of the state of Iowa and is empowered to confer the usual academic degrees.

#### A STATISTICAL SUMMARY.

When established .....	1873
Number of professors .....	8
Students in college work .....	100
Number enrolled 1900-1901 .....	100
Charge per annum for tuition in regular courses .....	\$ 195.00
Average of total annual expenses per student .....	\$ 195.00
Number in last class graduated:	
Males .....	7

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#### TOBIN COLLEGE—FORT DODGE.

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##### C. V. FINDLAY, PRESIDENT.

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The school is named in honor of Professor T. Tobin, who, in the year 1892, aided by the citizens of Fort Dodge, erected the splendid building that is located in the heart of the city. After conducting the school seven years and bringing it safely through the vicissitudes of its first years and the financial panic which brought so much disaster to similar enterprises, Professor Tobin retired and was succeeded by Professors J. F. Monk and C. V. Findlay. Mr. Monk has been with the school since its beginning, and Mr. Findlay was county superintendent during the same years, so both are intimately acquainted with the work of the school and the educational needs of the public schools, and are especially fitted to continue the college successfully.

The college building, which is pleasantly located just one block from the court house, on First avenue north and Seventh street, is a model of architectural beauty, durability and economy. The structure is of pressed brick, with massive white stone trimmings, and presents a frontage of one hundred and sixty feet, with a depth of forty-six feet through the wings. Four floors and a basement of above dimensions are devoted exclusively to college uses. The college chapel and recitation rooms occupy the second floor, and are separated by glass partitions which are so arranged that the entire floor



may be turned into one vast audience room with a seating capacity of seven hundred. On this floor is the music department, a large, spacious, well-equipped room. On the third floor are the rooms for typewriting and the large commercial exchange hall, occupying the entire south front on that floor. Another large recitation room is provided on this floor, also a room for the telegraphy department. The remainder of the third floor and all of the fourth floor are devoted to dormitories for teachers and students. The first floor is occupied by the college office, rooms for teachers' families and for lady students. The basement, which is well-lighted and almost entirely above ground, contains the ample dining hall, where all the students may be served at once; also the kitchens, storerooms, and fuel bins necessary for such an institution. The furniture and equipments are first-class, and every department is well supplied for the comfort and convenience of students.

The financial resources of the college are what the proprietors, Monk and Findlay, have put into it in money and brains. The school is absolutely dependent upon the proprietors for its support. Because the owners of the college give value received for every dollar paid in as tuition, they are able to maintain the college on a paying basis.

Courses in music, oratory, stenography, and business are maintained; also, a three year normal training course, and a scientific course that requires two years in addition to the normal course.

In 1900 the college was incorporated under the laws of Iowa with a capital stock of \$40,000. Professor C. V. Findlay was elected president and Professor J. F. Monk was elected secretary and treasurer. By reason of the incorporation, the college may confer degrees upon its graduates and may enjoy all the privileges under the law that are provided for the highest colleges in the state.

The college has much to encourage its owners, located as it is in Fort Dodge, a city noted for its intelligent, sociable, whole-hearted enthusiastic, and enterprising people; a people of culture and refinement, who give a hearty welcome to the stranger within their gates.

Fort Dodge, the "Gypsum City" located on the Des Moines river, is surrounded by Iowa's most fertile prairies, and stands in the midst of coal fields and gypsum quarries. Here the Des Moines valley is an amphitheater filled with natural scenery; her woods are the botanical garden of the west, and her hills are filled with the richest products of geological interest. The entire region seems fitted by the Divine Hand for the student of nature. Scientific education now leads the van, and Fort Dodge is the Eutopian Isle for its study. No city in the west has better railway accommodations, being located on the main line of the Illinois Central, Minneapolis & St. Louis, Rock Island, Mason City & Fort Dodge, Fort Dodge & Omaha, and Great Western railroads.

A splendid library building costing \$50,000 is now being erected across the street from the college. The city provides abundantly by taxation for the maintenance of the library, and is able to add constantly to its splendid list of the newest and best books in all departments of history, science, art, and literature. Such a library not only offers a far greater variety of books and periodicals than a school library could afford, but a trained librarian gives her whole time to the work, and is untiring in her efforts to aid our students, to whom all these privileges are absolutely free. These advantages



alone are worth the entire cost of tuition, and should not be overlooked in deciding what school to attend.

It is a well-known fact that thousands of people with strong minds are denied the privilege of education for one or more of the following reasons: They are unable to meet the enormous expense. They are unwilling to spend their money for that which is not practical. The time required to secure even an ordinary education is too long in most of our institutions of learning. They are often required to study that which is distasteful and unprogressive because they are made to follow a prescribed and inflexible course. Those who can be in school only a short time are often confined to courses of study designed for other classes of students, and must be present through the entire year, or fail to derive the greatest good.

The object of Tobin College is to meet the demands of the masses by overcoming these objections, and placing within the reach of all an education that is practical, modern, and progressive.

#### A STATISTICAL SUMMARY.

When established.....	1892
Number of professors .....	8
Number of other teachers.....	—
Students in college work.....	41
Students in preparatory work.....	219
Students in other courses.....	110
Number enrolled 1900-1901 .....	370
Value of buildings, furniture and grounds..... \$	40,000
Amount of endowment, exclusive of buildings, etc...	None
Number of volumes in libraries .....	950
Value of libraries.....\$	1,100
Value of apparatus.....	100
Charge per annum for tuition in regular courses.....	40
Room, and necessary incidental expenses, per annum,	80
Average of total annual expenses per student.....	120
Number in last class graduated:	
Males .....	7
Females.....	16
Whole number of graduates since organization of institution.....	113

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#### UPPER IOWA UNIVERSITY, FAYETTE.

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GUY P. BENTON, A. M., D. D., PRESIDENT.

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On the Chicago, Milwaukee & St. Paul Railway, main line from St. Paul to Kansas City, near the center of Fayette county, Iowa, upon a beautiful eminence crowned with buildings devoted to educational purposes, amphitheatred by hills and visted with charming vales, stands Upper Iowa University. With its rise and progress many choice names are inseparable, but in magnificent giving and ceaseless watching over its interests these three are, perhaps, pre-eminent: Robert Alexander and Samuel H. Rob-

ertson, its founders, and J. E. Robertson, its treasurer and careful custodian from the beginning until recently.

The school began its educational work January 1st, 1857, with William H. Poor, a graduate of Troy conference academy, as principal. About one year later Mr. Poor was followed by Rev. L. H. Bugbee, A. M., a gentleman of fine scholarship and noble character, whose memory still lingers most delightfully with early students of the school. During Dr. Bugbee's administration the institution was chartered as a university. In 1860 Dr. Bugbee resigned for other, and at that time seemingly broader fields of usefulness, and was followed in the presidency by Rev. Wm. Brush, D. D. Dr. Brush wrought heroically for an endowment of the school, but results were not as substantial as the cause was worthy. Meanwhile, however, the school increased rapidly in attendance, adding some names now national to its rolls. Then came the war of the rebellion. The first volunteer meeting in the county was held in the old college chapel. The tide of patriotism ran high. There were many speeches and many volunteers, and when that meeting was over there was scarcely a student twenty-one years of age who had not volunteered to go in defense of the flag and the preservation of the Union. It was a great day and the university will be forever proud of her hero soldiers. After the regime of Dr. Brush, Rev. C. M. Stowers, A. M., became president and held office one year. From 1870 to 1871 Rev. B. W. McLean was acting president. From 1871 to 1872 Rev. R. Norton served in that capacity. Following that for one year Mr. Norton was president. From 1872 to 1873 Rev. J. W. Bissell, A. M., became the acting president. In 1873 Dr. Bissell succeeded himself to the presidency, in which capacity he continued until 1899, a period of twenty-six years. In 1899 the present incumbent, Rev. Guy Potter Benton, succeeded to the office.

From the beginning all connected with the university have wrought nobly and with marked success. About nineteen years ago, however, the institution entered upon a new era of progress. For twenty-five years there had been only a single building in which to do the work of the school. Rising to the exigencies of the case one building after another was added until now ladies' hall, science hall, chapel, gymnasium, observatory and "David B. Henderson Library" are grouped about the original structure. With this growth of facilities has come a very largely increased attendance of college students, the number of the current year being one of the largest in its history. To care for these the faculty is constantly receiving reinforcements by the bringing in of choice and most successful teachers. The curriculum of the school is now very full and adequate to the needs of all who seek a liberal education. Library and apparatus keep pace with all this forward movement. With these facilities the grade of scholarship has been constantly advanced until now it is abreast of the best schools of the state. In regular college courses of study, in the last decade, the advance has been over four hundred per cent. Its students have passed out into every honorable walk in life. Many are in the ministry, and some on missionary fields where literally tens of thousands of benighted souls have answered the evangelizing call and given their hearts to God. Others adorn the noble profession of law. Some have been and others still are in congress halls. Some are in medicine and surgery. Indeed no useful calling in life is unoccupied by earnest workers who here have been equipped for their mission in life.

The friends of this grand old institution are legion. Among the number of these is an honored alumnus, Hon. David B. Henderson, speaker of the National House of Representatives.

During the past year, Hon. Andrew Carnegie of New York has given \$25,000.00 to erect a library on the university campus as a monument to Colonel Henderson. Ex-Governor Larrabee has for many years been a valued friend and member of the board of trustees. Within the last year he has made a cash donation of twenty-six thousand dollars to the permanent endowment of the university. Others too numerous to mention have contributed to the development of the institution.

These men and the noble results of their deeds are worthy of noble successors. Men who have grown rich with the peopling of Iowa's broad domain, each building in his place for the good of the great commonwealth but by that very building amassing a fortune and reserving the larger share of it unto themselves, have here a noble opportunity to build themselves into a monument as enduring as time; a monument which shall not only perpetuate their memory to the latest day of time, but make it live in the eternal day in the hearts of countless thousands who yet shall throng these halls of learning.

One of Iowa's strong men once said in a great public meeting: "If the Upper Iowa University had done no more than to educate John E. Clough, who has done such heroic and successful work in Baptist mission fields in India, this one man would be a sufficient return for all money and labor given to that noble institution." Who can estimate the culminative results of the wisdom that invests some part of earthly heritage in the education and training of young men and women for the highest possible usefulness? Dr. Clough just referred to, thus prepared, went to a raw mission field, labored long and hard, translating the Bible into the native tongue, preaching the gospel seemingly without effect for a time, at first to individuals but later to vast throngs eager to know about the unknown God. In his chosen field of toil, he and his helpers in very recent years, have baptized many thousands of natives in the Christian faith. And these are but the vanguard of a great army yet to follow. This is a single instance illustrating the great good done by making it possible for our young people to fit themselves for work in the upbuilding of a great kingdom. What the future contains of possibility along this line only the Infinite One can know. But among the thousands yet to come here for an education there are certain to be many who will justify, in the results of their lives, every dollar laid down to aid them in facilities for educational equipment.

#### A STATISTICAL SUMMARY.

When established.....	1857
Number of professors.....	10
Number of other teachers.....	16
Students in college work.....	117
Students in preparatory work.....	85
Students in other courses.....	189
Number enrolled 1900-1901 .....	391
Value of buildings, furniture and grounds .....	\$100,000.00
Amount of endowment, exclusive of buildings, etc..	122,500.00
Number of volumes in libraries.....	6,000

Value of libraries.....	\$ 12,000.00
Value of apparatus.....	5,000.00
Charge per annum for tuition in regular courses....	30.00
Room, and necessary incidental expenses per annum	129.00
Average of total annual expenses per student.....	159.00
Number in last class graduated:	
Males.....	3
Females.....	1
Whole number of graduates since organization of institution.....	275

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**WARTBURG COLLEGE, CLINTON, IOWA.**

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**O. KRANSHAAR, PRESIDENT.**

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Wartburg College is an institution owned and controlled by the Evangelical Lutheran Synod of Iowa and other states, a church-body which was founded in 1854, in Clayton county, Iowa, and which has since spread over a great number of states and territories of the Union. As was the case with many of the leading colleges of the country, Wartburg College owes its origin to the necessity of making provisions for the education and training of ministers. In those pioneer times, when there were but few places in this part of the country, where a young man could acquire an education, the church, in order to have trained men for its missionary and ministerial work, was obliged to provide for their training by establishing a school from which it could draw the men it needed. This want was met by establishing a kind of preparatory school to the Theological Seminary which the Synod maintained near Strawberry Point, Clayton county, Iowa. The scope of this school was naturally, rather narrow, the instruction given in it was principally intended to fit young men in as short a time as possible for the study of theology, and necessarily much had to be left out that would now be considered necessary for the curriculum of a college. The plan worked well enough for the time being, but of course could not give satisfaction, as the country was being settled and the demands for a general higher education became greater. In 1868 this preparatory school was therefore detached from the Seminary, transformed into a college with one, a classical course, and located at Galena, Ills. In 1875 circumstances necessitated a removal of the school to Mendota, Ills., where it stayed until 1885. The Synod having meanwhile grown considerably in numbers and resources and intent upon enlarging and improving its college, reorganized it so as to meet the increasing educational demands of the time, and moved it to Waverly, Iowa, where it had come into possession of some property suitable for college purposes. In this new locality, surrounded by a large well-to-do constituency the college prospered greatly. It attracted a considerable number of young men, so that in a short time its accommodations proved insufficient. It was again removed, probably for the last time, to Clinton, Iowa, where large and suitable buildings were erected at a great cost.

Out of the small beginning the institution has grown to be a regular college with a preparatory department comprising three years, and a college course comprising four years, and with a regular college curriculum, in which instruction is given in all branches which are ordinarily taught in a regular college. The curriculum comprises three courses, a classical, scientific and business course. The instruction given by a competent corps of professors is thorough and aims at giving a young man an education that will fit him for any of the learned professions or a general higher education for the ordinary walks of life.

The college owns a fine property on one of the bluffs surrounding the city of Clinton; it has a valuable library, museum, laboratory, also literary societies, etc. Its doors are open to any young man desiring to avail himself of the advantages of a higher education. Its constituency from which it draws its students is principally the Evangelical Lutheran Synod of Iowa, with about 80,000 communicant members. Its finances are in a good condition. Though it has no large productive fund, it has a sufficient regular income, and its necessities are liberally provided for by the Synod. Its numerous graduates are filling responsible positions in the several walks of life, as ministers, professors, business men, lawyers, physicians, etc.

#### A STATISTICAL SUMMARY.

When established.....	1868
Number of professors .....	7
Number of other teachers.....	2
Students in college work .....	23
Students in preparatory work.....	27
Students in other courses.....	9
Number enrolled 1900-1901.....	57
Value of buildings, furniture, and grounds .....	\$ 75,000.00
Number of volumes in libraries.....	2,800
Value of libraries.....	\$ 3,500.00
Value of apparatus....	1,500.00
Charge per annum for tuition in regular course.	40.00
Room, and necessary incidental expenses per annum.	20.00
Average of total annual expenses per student.\$150.00	200.00
Number in last class graduated:	
Males .....	3
Females.....	0
Whole number of graduates since organization of institution.....	109

#### WESTERN COLLEGE, TOLEDO.

L. BOOKWALTER, A.M., D.D., PRESIDENT.

The first steps toward founding Western college were taken by the Iowa Annual Conference of the United Brethren in Christ, held at Muscatine in August, 1855. A board of trustees was elected, with Rev. Solomon Weaver, as president. At a meeting of this board held February 11th, 1856, the

college was located on a tract of land, open prairie, donated to the college, situated in the southwestern part of Linn county, eight miles south of Cedar Rapids. The lands were laid out in campus and town site and the town named "Western." The college was incorporated in March, 1856. In the late fall, the main college building, a brick structure thirty-six by sixty-two feet, three stories in height, was completed, and on January 1st, 1857, the school was formally opened. Two boarding halls were subsequently erected.

The prime object in locating out on the prairie was that land enough might be secured for conducting an agricultural manual labor department. For five years a "college farm" was run by the institution, when the "manual labor" system was dropped.

In its original location, where a village of 250 inhabitants grew up about it, the college enjoyed varying success. The war of the Rebellion almost drained it of men. In the seventies it rallied.

#### RE-LOCATION.

However, after all reasonable attempts to secure a railroad into Western had failed, in 1881, the school was relocated at Toledo, Tama county. The main college building was ready for occupancy in September, 1883. On Christmas night, 1889, this building, save its tower, with all its contents except the library, burned to the ground. The present structure was immediately begun and stands a monument to the liberality of the people of Toledo and the church, and to the energy of the authorities in charge.

#### CONTROL AND RELIGIOUS AIMS.

This college is the educational center of the church of the United Brethren in Christ for the central upper Mississippi valley, embracing the states of Iowa, Minnesota, Wisconsin, and the northern part of Illinois. The board of trustees consists of three members from each of the five church conferences embraced in the territory named, three trustees from the Alumnae Association, and three trustees at large, elected by the general board. An executive committee transacts the business between the annual sessions of the board. While it is a "denominational school" no sectarian principles are sought to be inculcated. The most complete liberty is granted to the religious convictions of each student. But special emphasis is given to the building of strong symmetrical moral and Christian character. The Christian associations form the center of the vigorous spiritual life of the college.

#### COURSES OF STUDY.

There are three courses of study—classical, philosophical, and scientific. There is a preparatory or academic department for the preparing of students for the freshman year, and large numbers take all their preparatory work here. There is also a strong normal course for the accommodation of those preparing to teach in the public schools. There are also well organized adjunct departments of music, elocution, commerce and art. The conservatory of music has its own separate building. From its founding, Western college has been, like its sister colleges of the west, co-educational. All courses are open alike to young men and young women.

## BUILDINGS AND GROUNDS.

The campus contains about fifteen acres admirably located. There are four buildings—the college, Mary Beatty hall (for young women), Drury hall (for young men), and John C. Bright conservatory of music. The main building, one hundred and fifty by eighty feet, three stories and a basement is one of the best college buildings in the state. It is heated with hot water throughout and in every way admirably adapted to its purposes. Four elegant literary society halls and the room of the Christian associations are attractive features.

## RESOURCES AND EQUIPMENT.

The permanent assets are.....	\$78,000.00
Contingent assets.....	10,000.00
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Total .....	\$88,000.00

The chemical, physical and biological laboratories are thoroughly equipped. A gymnasium is provided for the department of physical culture. The library contains 3,500 volumes. It is the aim to keep the conservatory of music both in equipment and instruction abreast of the best in the west. The present faculty of the institution numbers sixteen professors and other instructors. Under the auspices of the faculty able lectures are given throughout the year.

President.	Entered.	Retired.
Rev. Solomon Weaver.....	1856	1864
Rev. William Davis .....	1864	1865
M. W. Bartlett, A. B., acting president.....	1865	1867
H. R. Page (fall term)		
E. C. Ebersole, A. M., acting president .....	1867	1868
Rev. E. B. Kephart, A. M., D. D.....	1868	1881
Rev. W. M. Beardshear, A. M., D. D.....	1881	1889
Rev. J. S. Mills, A. M., D. D.....	1889	1892
A. M. Beal, A. M.....	1892	1893
Rev. A. P. Funkhouser.....	1893	1894
Rev. L. Bookwalter, A. M., D. D.....	1894	....

## RESULTS ACHIEVED.

From the college courses have graduated 239 well equipped young people. A large number have completed minor courses. The whole number of different persons who have been in attendance for a longer or a shorter time in the various departments may be safely placed at four thousand.

It has been the aim of Western college from its very founding to do thorough work and to develop strong, upright Christian character in its students, and in these prime objects it has eminently succeeded.

It has experienced the struggle common to all the denominational schools of the west, but its period of struggle is about passed and its time of more rapid advancement and of permanent enlargement is at hand.

## A STATISTICAL SUMMARY.

When established.....	1856
Number of professors .....	7



Number of other teachers.....	9
Students in college work.....	67
Students in preparatory work.....	133
Students in other courses.....	140
Number enrolled 1900-1901.....	340
Number of volumes in libraries.....	3,500
Value of buildings, furniture, and grounds.....	\$52,500.00
Value of libraries.....	4,000.00
Value of apparatus.....	4,000.00
Charge per annum for tuition in regular courses ....	36.00
Average of total annual expenses per student.....	165.00
Number in last class graduated:	
Males .....	11
Females.....	3
Whole number of graduates since organization of institution.....	239

WESTERN NORMAL COLLEGE, SHENANDOAH.

J. M. HUSSEY, PRESIDENT.

The Western Normal College was established by the public enterprise of the citizens of Shenandoah, in 1882, with Prof. I. E. Wilson, of Bushnell, Illinois, as its first president. The institution was established as an independent normal school and at first had but few departments. Later presidents were L. M. Disney, Wm. M. Croan, and J. M. Hussey who presides over the work of the school at the present time, September, 1901. From year to year the school has grown and expanded solely from the patronage it has received and the revenue it has realized from this patronage.

In December, 1891, the old building and all its contents was destroyed by fire. Immediately a stock company was formed and more than \$35,000.00 at once subscribed for rebuilding this school which was reopened to the public in September, 1893, and has had a uniform prosperity and success since that date, attracting students in large numbers from Nebraska, Kansas, and Missouri, as well as Iowa. Other states also furnish some quota each term.

The year is forty-eight weeks, and divided into four ten weeks terms and one eight weeks term. A summer school is always held in connection with the summer term of eight weeks. The institutions present departments are the normal school with four courses, the college of letters and science with three courses, the preparatory school with two courses, the business institute with two courses, the shorthand college with three courses, the school of penmanship with two courses, the school of elocution and oratory with two courses, the conservatory of music with four courses, the college of law with one course, and the summer school with numerous short courses.

The institution has graduated in its literary departments 624 students and nearly that number in its business, shorthand, and other non-literary departments. Its attendance has numbered in the aggregate nearly 15,000.

The present officers of the board of trustees are A. S. Lake, president; R. W. Moore, vice-president; H. I. Foskett, secretary; R. B. Crose,



treasurer. The officers of the school are J. M. Hussey, president; T. W. Keenan, vice-president.

The institution controls one main building, a ladies' residence, and numerous cottages for roomers. The main building is heated with steam and lighted by electricity, and is finely appointed throughout. All material equipments including library, laboratory, apparatus of various kinds, and the entire furniture and furnishing of the building are first-class in every particular.

The institution is incorporated under the laws of Iowa, and exercises all the usual rights of conferring degrees, granting diplomas, etc., etc. Students pass no examination to enter, but are permitted to select their own studies and are admitted whenever they apply.

#### A STATISTICAL SUMMARY.

When established.....	1882
Number of professors.....	17
Number of other teachers.....	4
Students in college work.....	128
Students in preparatory work.....	75
Students in other courses.....	163
Number enrolled 1900-1901.....	783
Number of volumes in libraries.....	556
Value of buildings, furniture and grounds.....	\$50,000.00
Value of libraries.....	450.00
Value of apparatus (exclusive of pianos and typewriters).....	350.00
Charge per annum for tuition in regular courses.....	52.80
Room, and necessary incidental expenses per annum.....	125.00
Average of total annual expenses per student, \$175.00 to.....	200.00
Number in last classes graduated:	
Males.....	32
Females.....	44
Whole number of graduates since organization of institution.....	624

#### WESTERN UNION COLLEGE, LE MARS.

REV. HERMAN H. THOREN, PH. D., PRESIDENT.

Western Union College is located in Le Mars, Iowa, the county seat of Plymouth county, at the junction of the Illinois Central and the C., St. P., M. & O. railroads.

This is an institution of the United Evangelical Church, and is controlled by a board of trustees representing four annual conferences (ecclesiastical divisions), namely: The Des Moines, Northwestern, Platte River and Illinois. These conferences cover a territory extending into several states, namely: Iowa, Illinois, Wisconsin, Minnesota, North Dakota, South Dakota, Nebraska, Kansas, and Oklahoma Territory. Other conferences will soon join this enterprise. The Le Mars Normal School *building*, in

which Western Union College had intended to establish itself on September 12, 1900, was destroyed by fire on August 24, 1900. This necessitated the opening of the college in temporary quarters for the first year. During the summer of 1901 the present structure was erected on the site of the old one. The building is large and commodious, well equipped with modern improvements; heated by steam and lighted by electricity.

Rev. B. H. Niebel, Des Moines, Iowa, is the special financial agent of the college and who devotes his entire time toward securing an endowment fund sufficient for the maintenance of the college. The aim is \$100,000. The amount already raised (during 15 months) through his and other agencies, amounts to \$30,000. The interest of this amount or fund, is available for the maintenance of the college. The new building was erected by the Le Mars Normal School Association, with the generous aid of the citizens and people surrounding the city; and they will give a deed of the entire property to the college trustees after the college shall have run successfully for a period of ten years, maintaining a Normal Department during that time; or if at any time during the first ten years the college trustees shall make improvements by erecting new buildings, etc., at a total cost of \$10,000, then the property shall be transferred to the college trustees. It is expected that this will come to pass within a few years. Already plans for additional buildings and improvements upon the campus are spoken of.

The college campus contains seven acres of choice land, located in the southern part of the city, and is already well improved with shrubbery and trees. It is the most elevated situation within the city limits and this fact secures the best condition for health, and affords a delightful view overlooking the city and the Floyd Valley.

Aside from the above advantages, the city has a large and well furnished library, to which the college students have free access. However, the faculty of the college have already a movement on foot to secure a fund of several thousand dollars to be invested in a good library selected by themselves. By this means the college will soon acquire a good library which will be especially adapted to its wants.

Since the highest product of education is character, this end controls all methods of government in the college. Students are trusted and are put on their honor. The best ideas are constantly held out to them. It is the purpose of the school to teach politeness, dignity, manliness and womanliness among its students by precept and example, rather than by force and rigid discipline, thus maintaining a strict and firm government.

This institution maintains that the co-education of the sexes is a principle necessary to the best development of both the intellectual and social natures of young men and women. No safer, happier and more helpful method of culture can be found than by placing them together in a christian institution. Here they meet in the presence of their teachers, in the recitation room and in the chapel; they meet also at the lectures, entertainments, and other occasions under the supervision of the college.

Candidates for admission must be at least fifteen years of age, to give the development essential to the work required in the classes. They shall present themselves on the first day of the term.

When a student desires to get credit for studies pursued elsewhere, proper certificates of credit, duly attested, must be presented, stating the

subjects ~~studied~~, the authors of the books, and the length of time spent on the respective ~~branches~~. If the amount of work done is sufficient, he will be admitted to the ~~Freshman~~ class without examination. A list of accredited schools is kept on file, and ~~is~~ revised from year to year.

Western Union College is ~~incorporated~~ under the laws of the state of Iowa. She is entitled therefore, to ~~grant~~ degrees in all departments. The degree and diploma are granted upon the completion of the prescribed college course.

Records of all grades are carefully kept and preserved in the college for future reference.

This college purposes to maintain a high standard of excellency both as to scholarship and as to attainment in general work. The inquiry is, and will remain, not how many can we graduate, but how many, and who, are thoroughly prepared for graduation. To be thorough in every particular is the aim of the management for the sake of those who employ teachers from this college, and for the sake of the teachers themselves.

#### A STATISTICAL SUMMARY.

When established.....	1900
Number of professors.....	7
Number of other teachers.....	7
Students in college work.....	7
Students in preparatory work.....	42
Students in other courses.....	126
Number enrolled 1900-1901 .....	175
Value of buildings, furniture and grounds.....	\$ 40,000.00
Amount of endowment, exclusive of buildings, etc..	30,000.00
Value of apparatus.....	230.00
Charge per annum for tuition in regular courses.....	36.00
Room and necessary incidental expenses per annum .....	\$109.00 to 157.50
Average of total annual expenses per student \$145.00 to	193.50
Number in last class graduated:	
Males .....	3
Whole number of graduates since organization of institution .....	3

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## **CHAPTER XIII.**

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**THE NATIONAL CONGRESS OF MOTHERS.**

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## THE NATIONAL CONGRESS OF MOTHERS.

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The fourth convention of the National Congress of Mothers met in Des Moines, Iowa, on the evening of May 21, 1900. All the preceding conventions had been held in the city of Washington, and this new action was taken at the special invitation of the city of Des Moines.

The evening of May 21st was given over to the greetings of hospitality and friendly assurances of appreciation.

After music by the Iowa Band, the president Mrs. T. W. Birney, declared the convention open, after which prayer was offered by Rev. J. Everist Cathell, of Des Moines.

Ex-Governor Jackson welcomed the congress to the state of Iowa in the following words:

*Members of the Mothers' Congress, Friends and Visitors:*

In behalf of the people of Iowa it is my pleasurable duty to extend to you a most cordial and enthusiastic welcome. In selecting this as your meeting place you have come to a city and state whose people fully appreciate the great honor which you have thus conferred, and sympathize most deeply with the great objects of your organization. Had you consulted the earlier geographies of this country before deciding to fix this meeting in Des Moines, I am afraid we should have been deprived of the opportunity and pleasure of extending to you this cordial welcome, for how well we do remember the mortification and disgrace we felt when, as a school boy, with our open geography before us, we beheld in disgust that long, dark streak lying west of the Mississippi river, and across it the word "Iowa;" and coupled with it, as though a part of it, those ominous words: "The great American Desert." Standing in the brilliancy of the intelligence reflected from the earlier geographies, we extend to you an enthusiastic greeting, and welcome you fairly across the boundary line and into the very heart of the great American Desert.

The people of Iowa believe in homes and in motherhood. Their hearts and sympathies are with you in every effort made in the development of these mighty influences for the betterment of society and the upbuilding of a great people. Personally I feel highly honored to have been selected to extend to you the good will, hearty greetings and enthusiastic welcome of more than two and one-half millions of intelligent, patriotic, moral and contented people, for while we may differ on religious questions, sometimes quarrel and fight over politics, and are even known to hold opposite opinions,

on the great questions of Aguinaldo and expansion, we are one people, a united people, in our respect, admiration, love and confidence of motherhood. You have come to a state whose territory extends nearly three hundred miles square, and covered by a network of steam railways of over 9,000 miles, a state whose love of God and country is unanimous, where poverty and squalor are nowhere, and prosperity is everywhere, a state that contributes over \$8,000,000 annually in support of its free public schools, being a larger percentage of its total income for this purpose than any other state in the Union.

You have come to a most wondrously rich and prosperous state. New York and Pennsylvania and Ohio have contributed over a quarter of a million of their native born to her citizenship. Add to this New England's contribution, and you have nearly half of the present population that are the native born and their immediate children, of these favored sections. They laid the foundation and erected the structure of this great commonwealth, polished by unity of effort this precious gem of a free republic, mounted it on a pinnacle so high that its reflecting rays have flashed for more than a half century an invitation to those of other countries and other lands to come where the adopted children are accepted on equal terms with the native born; and to-day two and one-half millions of American citizens bless the name of Iowa, and rest secure in the freedom and protection of her laws. No equal number of people on earth enjoy a more boundless prosperity or more of the luxuries and comforts of life. It is such a people and such a civilization that bids me extend to the Mothers' Congress their sympathy in your great work and to welcome you to their hearts and their firesides.

We have already heard of what is known as the "New Woman." We have already seen the mistakes she is making in thrusting aside the great work of wife and motherhood, and reducing it to a secondary place. We have already become acquainted with what is known as the "New Girl," and deplore her fatal mistake. It would seem that this popular fad is being educated in everything else except motherhood and the proper preparation for it. Everything that is theoretical, visionary and false, nothing that is practical, common sense and true. There is most surely a great work for the Mothers' Congress and for the American mother, a work that shall exalt wifehood and motherhood as far above the ambitious notoriety of the new woman and the twentieth century girl as the stars of heaven are above the sands of the shore.

We are informed that the annual income of the men of this nation over twenty-one years of age is something less than \$400 a year, that ninety per cent of the young men of our country are receiving a yearly income of less than \$300, and yet the new girl is being educated along the lines of a yearly expenditure of nearer \$3,000 a year. The result is to be what? Either a surrender of all high ideals, of a false sentiment and a mistaken education, ending in disappointment and sorrow, to finally assume the duties of wife and motherhood and thereby help to pile up the accumulated evidence that "marriage is a failure," or else that one other alternative is left for the up-to-date girl of to day to be the out of date girl of the future.

If there is any word in the language of people that is calculated to stir the soul of humanity with reverence, love, respect and affection, that word is "mother." Around it cluster the tenderest sentiments and the most sacred

memories; most intimately is it associated with the growth of human character. No influence is more potent in the development of men, and in guiding their future course of action. The force and influence of this one word has developed statesmen, philosophers and scholars. It has led armies to victory, revolutionized empires, developed continents, and guided onward the forces of civilization. It is associated with all that is modest, pure, self-sacrificing and gentle. It is beyond the blare of trumpets, the plaudits of the multitude, the gaudy display of notoriety. In its sweet simplicity it rests in contentment on that sublime principle that "virtue is its own reward."

We see a mighty railroad bridge spanning the great river. A train loaded with humanity creeps slowly across. See the carved and beautiful columns, the painted arches, the massive turrets. How the crowds applaud and admire its architectural beauty. A million human souls are carried in safety over this bridge every year. Come with me, look down at the great central pier. See down thirty feet below the surface of that black water. See imbedded in mortar, unadmired, unseen and unknown a granite boulder. On its giant form rests the safety of that mighty structure. So in life. It is the unseen, the unknown powers that sustain the great forces of the world. Surrounded by the desolation and gloom of Valley Forge, the character of Washington was revealed in all its strength and purity. Before the smoke of battle had lifted from the field of Gettysburg the great Lincoln had immortalized a character that shall live as the sanctified in our national history. In the whole life of Grant, from Galena to Mt. McGregor, he personified manhood and glorified it by his character. From the beginning to the end of our awful civil war, our flag floated over as brave an army as ever trod the face of earth. They had been rocked to sleep in the arms of patriotism. In their young lives they heard the sweet songs of liberty from the lips of a million mothers. They marched on to the fields of battle, on to the fields of death and glory, and thus it is that in every development of human life motherhood is the granite boulder supporting the broad and mighty highway of human progress.

Again, members of the Mothers' Congress, we welcome you with all our hearts to the capital city of Iowa.

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## **CHAPTER XIV.**

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### **MANUAL TRAINING.**

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**REPORT FROM WEST DES MOINES.  
REPORT FROM COMMISSIONER OF LABOR.**

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## MANUAL TRAINING.

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The interest in manual training in public schools is growing. The one chief thing that prevents the rapid introduction of the subject into schools is the lack of suitable rooms.

The independent district of West Des Moines has for a number of years provided a course in manual training. By the courtesy of the board of directors and Supt. S. H. Sheakley, we are able to present in our report something of the work done.

Extract from Annual Report, 1901.

“One of the most signal signs of educational progress is the great interest manifested all over our country in the training of the hand to skill and usefulness. Very few people are found now who are ready to call manual training a ‘fad.’ Manual training is mental training through the hand and eye, and so has an assured place in any scheme of education. The extension of this work to the grades in our schools has proved the wisdom of the board in taking this forward step in the line of practical education. Attention is especially called to the outline of work in all grades as given by Mr. Newell in his report, which follows:

### REPORT OF THE INSTRUCTOR IN MANUAL TRAINING.

MR. S. H. SHEAKLEY, *Superintendent of Schools, West Des Moines, Iowa:*

DEAR SIR,—In accordance with your request I send my third biennial report of the Manual Training and Mechanical Drawing Departments.

It gives me great pleasure to report that the interest which the people of West Des Moines take in manual training has considerably increased during the past two years. There has always been a demand for the work in the high school. It is only recently, however, that pupils from the grades have had a chance to elect manual training, and the large number who have taken the work during the past year shows conclusively that it is wanted in the grades. Classes of about twenty pupils from ten different buildings have had the benefit of the elementary manual training during the past year. We have worked under some inconvenience, as in some cases the pupils had to come a long distance, but on the whole the work has been very encouraging and satisfactory to me. Each class has had one lesson of an hour in length each week. The pupils have not been able to make a large number of articles in the limited time given them for the work, but each one has obtained some knowledge of mechanical drawing and considerable skill in the use of tools. The members of the classes have looked forward to their lessons in manual training with pleasure, and have shown intense interest

and much enthusiasm, consequently the work that they have done has been of a very excellent quality.

On account of the great distance of some of the buildings from the high school two new equipments for elementary manual training were purchased a year ago last fall, one being placed in the Crocker building and the other in the Washington school on the south side. The equipments were first class in every respect and cost about two hundred and seventy dollars each. Last year I gave a lesson in each of these buildings once a week, and the work done by the classes was very satisfactory.

Last fall the school board generously gave us three additional equipments for grammar grade work, and these were placed in the North High school, Elmwood and Lincoln buildings. The tools did not arrive until December, so work did not begin until after the holidays. One lesson of an hour in length has been given in each building every week. We formed two classes in each of these buildings. Others wished to take the work, but could not be accommodated on account of lack of time on the part of the teachers, who could give only afternoons to grade work. The plan of having equipments in the buildings where the pupils do their other work is far more satisfactory than that used first whereby the classes were sent to the high school for manual training. Much time must necessarily be lost in going long distances from building to building, and I have found that the pupils sometimes spent more than necessary. Pupils coming to the high school from other buildings are not so orderly and are more difficult to control than those who do work in their own school buildings. The order is excellent in all the buildings, not one pupil having been sent for disorder in any of the buildings so far this year. The order of those coming to the high school is not so good.

In the elementary manual training for the sixth, seventh and eighth grades, the pupils first make a drawing of an object from the model and a blue print, then use tools in making the article out of wood. The models are arranged as follows:

- |  |                     |
|--|---------------------|
| 1. Use of try square, pencil, gauge and bit. For practice. | 10. Hammer handle.  |
| 2. Use of cutting off saw and rip-saw. For practice.       | 11. Hat rack.       |
| 3. Flower stick.   | 12. Towel roller.   |
| 4. Planter.  | 13. Hatchet handle. |
| 5. Tool rack.  | 14. Nail box.       |
| 6. Cutting board.  | 15. Salad fork.     |
| 7. Flower pot cross.                                       | 16. Pen tray.       |
| 8. Flower pot stand.                                       | 17. Salad spoon.    |
| 9. Coat hanger.  | 18. Meat pounder.   |
|  | 19. Clock shelf.    |
|  | 20. Sugar scoop.    |

The pupils who are taking the elementary manual training work are in most cases boys from the seventh and eighth grades.

The courses arranged for high school pupils have been considerably improved during the past two years, but no radical changes have been made.

Manual training has always been an elective study. It may be chosen at any time during the four years, but is usually taken during the first two years of the course.

The work is arranged as follows:

**Mechanical drawing, 45 minutes per day.**—This course consists in the use of instruments in making simple geometric and working drawings; the study of the orthographic projection, and practice in making drawings showing the intersection and development of the surfaces of objects. The pupils are taught to make simple letters and figures, and a title plate in which several styles of letters are used is also required.

**Wood joinery, 45 minutes per day.**—The chief object of this course is to teach the correct use of the tools that are commonly used in carpentry and joinery. The first part of the work consists of a number of exercises which are given simply for practice so that the pupils may obtain some skill in the use of the try square, gauge, bit, saw and chisel. The method of using a plane is then explained, and the students are required to make a number of joints. The latter part of the course consists in making a number of constructed articles. These objects are made of several parts, and are all useful articles which can be used about a home.

**Mechanical drawing, 45 minutes per day.**—The work in this course includes the drawing of screws, machines, gearing, etc., and the study of shades and shadows, also isometric and oblique projection. Some work in the line of tracing and blue print making is also done. Water colors are used in tinting several of the drawings.

**Wood carving, forty-five minutes per day during first three months; use of veiner and parting tool in making straight and curved lines; outline carving; chip carving; relief carving.**

**Wood turning, forty-five minutes per day for six months (follows carving).**—The work consists of: Center turning and the correct use of the common turning tools; inside and outside turning on the face plates, and making spheres, goblets, towel rings, napkin rings, plates, boxes, etc.; constructing articles from designs, as stools and stands; the use of wood filler, oil, stain, shellac and varnish in finishing and polishing wood; inlaying on the face plate; exercises in gluing and turning of glued pieces, and the study of the strength and uses of different kinds of wood.

**Mechanical drawing, 45 minutes per day.**—This course consists of the drawing of bevel gearing, and the study of perspective which includes the representation of objects in parallel and oblique perspective, and the study of shades, shadows and the intersection of surfaces. Some time in the latter part of the course is given to architectural perspective and the use of water colors.

The manual training requires very little or no time outside of school hours, but the pupils are required to go to the teacher twice each day, once for drawing and once for wood work. The courses in drawing and wood work are entirely independent of each other and pupils may elect one without taking the other.

All of the great educators of the present day are in favor of manual training in the public schools. They recognize that there is a close relation between thinking and action or execution, consequently the brain, hand and eye must be taught to work in harmony.

The most enthusiastic praise of manual training that I have ever heard has come from the parents of pupils who have taken the work. They say

that their children besides learning many practical and useful things, become more independent, orderly, self-reliant, industrious and useful.

No attempt to teach any particular trade is made in the manual training school, but the correct use of carpenters' tools, carving tools, turning tools, etc., is taught, and enough information is given so that pupils could easily take up a trade after leaving school. The work is educational in character, rather than technical, consequently it deserves a place in the public schools as a branch of education.

Manual training does much to broaden the intelligence and make better citizens; it creates a love for labor, and a respect for rough, honest hard work; it does much to develop independence and self-reliance; it teaches that habits of neatness, exactness and order are necessary; it quickly trains the eye to appreciate form and size; it gives a general dexterity to the fingers and hand and develops the sense of touch; it forms habits of attention, industry, perseverance and patience, and teaches that the execution of exact work is very essential.

The annual exhibitions which have occurred near the close of each school year have been very successful, and large crowds of people have shown their interest in the work by visiting the manual training department to see the pupils at work and the articles which they have made.

The number of pupils taking manual training has largely increased during the past year, the total enrollment reaching 400, including both elementary and high school students.

My work has been so arranged that each morning is given to high school classes and afternoons to the elementary classes from the grades.

The percentage of pupils who go through the grades and enter the high school is not very large and as elementary manual training gives a very practical drill in arithmetic, it is of very great importance as a training for the mind, and also gives much useful information which will be of great benefit to persons who will some day enter a world of great industrial strife.

The complete outline for manual training which I would suggest for the grades is given below. Much of the work is already being done, and the remainder will prove suggestive if the superintendent and school board wish to extend the work through all the grades. The expense for equipment for primary work as I have outlined it would be very small.

#### FIRST GRADE.

Clay modeling. Cube, cylinder, prism, fruit and vegetables made of clay with fingers. (The aim being to represent objects and they need not be of any particular size.)

Paper folding and cutting. Simple useful articles may be made and some colored.

Weaving and sewing. A few simple stitches may be taught in making simple useful articles out of burlap, canvas or similar material. Weaving of small mat of carpet warp, twine or yarn and making small rug of carpet rags on small loom.

Raffia braiding and weaving into baskets or mats.

#### SECOND GRADE.

Clay modeling. Cone pyramid, ellipsoid, also leaves, fruit and vegetables based on the forms named. Fingers used.

Paper folding and cutting continued.

Sewing continued.

Weaving of raffia into mats, baskets and other useful articles continued.

#### THIRD GRADE.

Clay modeling. Objects made of more exact size using modeling tools. Simple motives and historic ornament made in bas-relief.

Paper and cardboard. Useful objects and geometrical figures made in more exact size by use of rule.

Sewing continued.

Weaving of baskets with splints and raffia.

#### FOURTH GRADE.

Card board. Objects made of card board using rule, pencil, compasses and scissors. The pattern to be drawn and objects cut to lines.

Iron work. Ornamental and useful objects made of heavy, soft sheet iron cut into narrow strips. Objects made from models and drawings by use of pliers.

Sewing.

#### FIFTH GRADE.

Basket weaving from reeds, willow or similar material.

Wood work. Articles made of thin wood by use of rule, pencil, compass, knife and fret saw. Smoothed with file and sand paper.

Mechanical drawings of all models.

Sewing.

#### SIXTH GRADE.

For boys (and girls one-half time), at work bench in shop.

Wood work. Articles made of thin wood using plane in addition to other tools.

Thicker wood used for models late in year. Accurate mechanical drawings of all objects.

#### SEVENTH GRADE.

For girls. Sewing (one-half time given to wood work.)

For boys. Thick wood Sloyd. (Shop.)

For girls. Sewing.

For boys. Sloyd continued in shop.

For girls. Sewing.

Much of the detail work and part of the teaching has been done by my efficient and faithful assistant, Mr. Herbert Sayre, who has proved himself to be valuable to the department in many ways.

In conclusion I desire to express my thanks to the principal of the high school, the superintendent of schools, and the board of directors for their kindness, business-like consideration, wise counsel and hearty co-operation.

Respectfully submitted,

A. C. NEWELL, *Instructor.*

Drawing as taught in our schools accompanies manual training, and really forms a basis for much of it. This is especially true of the paper cutting, pattern making, and stained glass window work introduced into our schools by Miss Chapman. Much

original designing of wall paper, rugs, table linen and book covers has been done in the past two years, thus giving a very practical trend to the subject.

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EXTRACT FROM THE NINTH BIENNIAL REPORT OF  
THE COMMISSIONER OF LABOR STATISTICS.

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The Commissioner of Labor statistics is by law required to include in his biennial report what progress has been made with schools now in operation for the instruction of students in the mechanic arts, and what systems have been found the most practical.

In compliance with the law the commissioner submitted the following letter to the city superintendents of Iowa:

“Will you kindly inform this bureau what measures have been taken to establish manual training in your schools and any other information relating to the progress of your work that you would deem to be of public interest, and of value for our report?”

By the courtesy of Mr. C. F. Wennerstrum, the commissioner, we are permitted to take from his biennial report the following replies submitted from the superintendents of city schools:

APPANOOSE COUNTY—CENTERVILLE.

Centerville has never had such instruction in her schools. I have recommended its introduction to the board as soon as their financial interests will allow. Experimental work in the sciences is much improved; a laboratory for such work provided recently and we expect to introduce drawing during the present year, after holidays. These steps prepare the way for manual training.

BLACK HAWK COUNTY—EAST WATERLOO.

In our school we teach mechanical drawing, but not manual training. Investigations are being made as to the feasibility of introducing manual training, since we have a room that could be utilized for that purpose. We would be pleased to receive any literature that would give us information in this line.

WEST WATERLOO.

We have taken no steps toward establishing a manual training department in our schools. Have not the room until we can have an additional building.

BOONE COUNTY—BOONE.

We do not have manual training, I am sorry to say.

BUCHANAN COUNTY—INDEPENDENCE.

So far nothing has been done in the way of manual training in our public

schools. Of course we are continually trying to make our school work more and more practical.

#### BUENA VISTA COUNTY—STORM LAKE.

We have no manual training, but drawing and laboratory and field work in sciences.

#### CERRO GORDO COUNTY—MASON CITY.

Our manual training department has been in operation for eight years.

We teach carpentry, wood-turning, mechanical and architectural drawing to pupils in grades seven to twelve. The most at present is confined to boys, and is optional with them.

We enroll about 150 boys, who do from one-half to one hour's work each day.

The boys are very fond of the work, and they show the results in their other work, especially in mathematical studies. They rapidly develop in painstaking accuracy, independent action; foresight, courage, quick observation, intense interest and all the qualities of manhood.

Each boy progresses as fast as he can develop the proper skill. This is a strong incentive to ambitious boys. Only one exercise of a kind is made, so that there is nothing to depreciate the value of the work as an educational means. The shop and the factory teach nothing, because one thing is constantly repeated. The manual training school is strictly a school for constant progress and growth.

#### CHEROKEE COUNTY—CHEROKEE.

Our schools have taken no steps toward manual training.

#### CLINTON COUNTY—CLINTON.

Nothing has been done as yet to establish manual training here, but there is a strong sentiment in favor of it.

#### DELAWARE COUNTY—MANCHESTER.

No measures have been taken to establish manual training in our schools. At present we are not prepared for it, so far as room is concerned.

#### DES MOINES COUNTY—BURLINGTON.

We have no manual training in our city schools. The expense of introduction and support is the principal cause.

#### DUBUQUE COUNTY—DUBUQUE.

We have not yet introduced manual training. We have discussed it several times and the general opinion is that it will find its way into our schools in the near future. We are doing some work in drawing with this end in view.

#### FLOYD COUNTY—CHARLES CITY.

We do not have manual training in our schools, although I should be pleased to have it.

#### GUTHRIE COUNTY—STUART.

We have no manual training department in our public schools.



**HAMILTON COUNTY—WEBSTER CITY.**

Nothing is done in these schools toward teaching the mechanic arts.

**HARDIN COUNTY—ELDORA.**

We have no manual training except such as comes incidentally in the primary grades in paper folding, weaving of forms in mats of paper, etc., and such normal training as is of necessity involved in learning to write and draw. In the upper grades we get some work of this nature in physics, botany and geometry. I enclose herewith our course of study, which I trust will answer all questions outside of normal training branches. I shall be glad to do anything I can to further this movement.

**HARRISON COUNTY—MISSOURI VALLEY.**

We have no facilities for shop work of any kind; but we are emphasizing more each year the many school occupations that involve hand work and that bring into play the constructive faculties. Thus, we have drawing, clay modeling, paper cutting, stick laying, writing, some sewing in primary grades, a bit of whittling, and much measuring, handling and comparing of objects. To these we are adding a little work in water colors.

Most of our pupils are familiar with many phases of railroad construction and operation. The railroad machine shops here are quite extensive, and nearly all our families are represented among the laborers there or in some other form of railroad service. Many of our boys go to the shops to work as soon as they are old enough.

I am satisfied that the introduction of bench work for boys and girls and sewing, cooking, and other forms of domestic art for others, would strengthen our educational work and make it of far greater worth to many of our people. That is, I believe we would get better intellectual and moral results in many cases through a larger dependence upon manual activities. The cost of introducing and maintaining such courses is all that postpones it here.

**JASPER COUNTY—NEWTON.**

Manual training is not undertaken in the Newton schools.

**JOHNSON COUNTY—IOWA CITY.**

We have a manual training department in the Iowa City schools. Pupils from the fifth to twelfth grades take the work. There are 350 pupils now carrying this work. Both boys and girls are admitted to the classes. The work has proven very helpful and stimulating to the children.

**KOSSUTH COUNTY—ALGONA.**

We have regular manual training. We have drawing in all grades and much sense training in the primary departments.

**LEE COUNTY—FORT MADISON.**

Nothing along the line suggested has been undertaken.

**LEE COUNTY—KEOKUK.**

We have made just a beginning for the work this year. The introduction of card board construction in the third year.



LYON COUNTY—ROCK RAPIDS.

No measures have been taken looking forward to the introduction of manual training in our schools.

MAHASKA COUNTY—OSKALOOSA.

The only manual training connected with our schools is under the direction of a committee of ladies who meet once a week with about one hundred children to give them instruction in sewing. The school board purchases material and the ladies do the work gratuitously. The pupils are nearly all girls.

MARSHALL COUNTY—MARSHALLTOWN.

We are doing nothing along the line of manual training at present.

MILLS COUNTY—GLENWOOD.

STATE INSTITUTION.

This institution has for many years included manual training as a part of the education of the inmates under its care. The equipment for such training now includes, for the boys, brickmaking, farming, gardening, mattress making, shoe making and cobbling, carpentry and wood turning, type setting and printing, and bread baking.

For the girls, dress making, plain sewing, laundering (ironing), cooking, general domestic work, and type setting.

It should be borne in mind, however, that very few inmates of the institution become proficient in any handicraft and that practically none become self supporting in the ordinary use of the term, and that all require intelligent supervision and direction during their labor. Their capabilities are in every case limited and fall short of the normal.

The following are the statistics of the various occupations at which the children have been engaged for the year ending June 30, 1900.

(NOTE.—All products of the various industries are used in the economy of the institution.)

BRICK MAKING.

Number boys instructed.....	30
Product (common slap brick).....	395,000

FARMING AND GARDENING.

Number boys instructed.....	33
Number of acres .....	400
Products, total value.....	\$13,418.14

MATTRESS MAKING.

Number boys instructed .....	3
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SHOE MAKING AND COBBLING.

Number boys instructed.....	5
Products: New shoes made, pairs.....	21
Old shoes repaired ... ..	2,607

CARPENTRY AND WOOD TURNING.

Number boys instructed .....	24
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TYPE SETTING AND PRINTING.	
Number boys instructed.....	2
Number girls instructed.....	2
BREAD BAKING.	
Number boys instructed.....	2
PLAIN SEWING, HAND.	
Number girls instructed.....	50
DRESSMAKING.	
Number girls instructed.....	2
LAUNDRY WORK, IRONING.	
Number girls instructed.....	30
COOKING.	
Number instructed.....	8
DOMESTIC WORK.	
Number girls instructed.....	50

MONTGOMERY COUNTY—RED OAK.

Nothing beyond writing and drawing. Nothing has been done in manual training.

MUSCATINE COUNTY.

We have rooms in our new high school building suitable for manual training, but up to the present almost nothing has been done to start the work. A bench and one set of tools is all we have and there is no regular systematic work done with these. At this time there does not seem any immediate prospect of organized work. I am heartily in favor of some elementary instruction and practice in manual training.

O'BRIEN COUNTY—SHELDON, IOWA.

I will say that we have no manual training in our schools except in connection with our kindergarten department.

PAGE COUNTY—CLARINDA.

So far nothing has been done in regard to establishing manual training in our schools.

PAGE COUNTY—SHENANDOAH.

We have recently introduced drawing in our schools and have a drawing teacher. Under the direction of the superintendent teachers occasionally make exhibits of manual work done by the pupils, including drawings, paper cuttings, modeling, whittling, sewing, cooking, and other manual work. No instruction is given, simply encouragement is given to manual training.

POLK COUNTY—DES MOINES.

CAPITAL PARK PUBLIC SCHOOLS.

As yet no steps have been taken to establish manual training in any of our schools.

## POLK COUNTY—EAST DES MOINES SCHOOLS.

Manual training has not been established in these schools. Aside from the regular work the only hand work the pupils in these schools enjoy are free hand drawing and scissors cutting.

## POLK COUNTY—WEST DES MOINES SCHOOLS.

In reply to yours of November 16th, manual training has been an integral part of the curriculum of the West Des Moines high school for six or eight years. We have there apparatus and machinery which have cost the district about four thousand dollars (\$4,000), and which is considered a complete manual training plant, for all wood work, including turning and wood carving. Since September, 1899, there have been placed in the grammar schools five complete outfits for Sloyd or elementary manual training work. Schools thus equipped are as follows:

Washington school, Crocker school, North High school, Lincoln school and Elmwood school. Pupils in the sixth, seventh and eighth grades are allowed the privilege of taking this training. Those who desire to take manual training in the schools which have not yet been fitted with benches and tools are permitted to go to the high school once a week. No one is compelled to do the manual training work; it is entirely a matter of election. We have, however, a larger number of applicants to do the work than can be accommodated by our present facilities.

## POWESHIEK COUNTY—GRINNELL.

We have no work in manual training, but are agitating the question.

## SAC COUNTY—ODEBOLT.

In reply am sorry to say we are doing nothing here in manual training.

## SCOTT COUNTY—DAVENPORT.

A cooking school was established for girls of our ninth grade and high school in 1888, and a manual training school for boys of the same grades in 1889. Both schools have continued to the present time with increasing popularity and success. Membership in either school is entirely optional. In the cooking school nearly all the girls of the ninth grade and sixty-four per cent of the girls of the high school took the lessons last year. In the manual training school the percentage of ninth grade boys in attendance was seventy-four, and of the high school boys, sixty-five. The length of the course in each school is four years. Upon the completion each pupil is given a diploma in certification thereof.

The course in cooking embraces all kinds of kitchen work and dining room serving. Theory receives attention as well as practice.

The following is an abstract of the course in manual training:

*First Year*—Course in Sloyd, with working drawings of all exercises.

*Second Year*—Geometrical problems, projections, working drawings, machine drawings (parts), bench work and turning.

*Third Year*—Isometric drawing, geometry, curves, cams, gears, carving, bench work and turning.

*Fourth Year*—Architectural drawing, linear perspective, pattern making, molding, color.

The course in drawing in the grades below the ninth is such as to require a good deal of hand construction work. We expect to add more of Sloyd work in these grades soon.

#### TAYLOR COUNTY—BEDFORD.

No steps have as yet been taken preparatory to its introduction into our schools.

The only study we have that is related to it intimately is drawing.

I shall be glad when I can do something in the direction of manual training.

#### UNION COUNTY—CRESTON.

No measures have been taken in this city to establish manual training in the public schools. The nearest approach to manual training is in our kindergarten department. We have three kindergarten schools under the public school system. Interest is taken by our board and many of our citizens in the subject of manual training, and we are hopeful of establishing it, in some form, in the near future.

#### WAPELLO COUNTY—OTTUMWA.

The matter is being agitated, but nothing has been done.

#### WEBSTER COUNTY—FORT DODGE.

Nothing done in this line.

#### WOODBURY COUNTY—SIOUX CITY.

I have but little to report, as to what has been accomplished, but much that I might report as to what we hope will be accomplished in this direction.

Over eight years ago, it was my privilege and pleasure to make the following brief recommendation to our Board of Education:

Manual training in the form of drawing, paper cutting and pasting, clay modeling, carving, etc., has formed a part of our school course, and produced such excellent results, that we heartily recommend the extension of this line of work.

While there is a difference of opinion among leading educators as to the real value of that part of manual training, which has sometimes been termed "shop work," the sentiment is rapidly growing in its favor. The opposition to it has largely grown out of a misconception of its chief aim. Manual training is not primarily introduced into the public schools for the purpose of developing skilled mechanics, but for the helpful, symmetrical development of the pupil's powers.

The training of the muscles in this shaping and fashioning of the wood and iron, exercises a helpful, stimulating influence upon the mental and moral powers. The struggle with stubborn matter develops and toughens muscular fiber. This contact with material forces generally develops a firmer mental grip, fosters stronger tenacity of purpose and tends to produce to produce a sturdier character.

I would therefore recommend that manual training be made a part of our high school course just as soon as our magnificent high school building is completed, and room can be made for the necessary tools and machinery.

The financial depression which followed, prevented the carrying out of those suggestions, as was intended. We are still without the machinery

because of the expense, but are hoping to secure it ere long. There is no question but that active boys and girls, who now drift out of our schools because little opportunity is afforded for manual training, would, under such hand training, remain a longer time in our schools, and become more useful citizens.

WRIGHT COUNTY—EAGLE GROVE.

We are simply teaching the girls to darn and sew.

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# CHAPTER XV.

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## MISCELLANEOUS.

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### MEDICAL INSPECTION OF SCHOOLS.

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### NECROLOGY.

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## **MEDICAL INSPECTION OF SCHOOLS.**

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**THE SUBJOINED IS A BRIEF REPORT OF THE COMMITTEE ON  
SCHOOL HYGIENE**

**READ AT THE MEETING OF THE AMERICAN PUBLIC HEALTH ASSOCIA-  
TION HELD IN THE CITY OF BUFFALO, N. Y.,**

**SEPTEMBER, 16-21, 1901,**

**BY**

**J. C. SHRADER, M. D., IOWA CITY, IOWA,**

**EX-VICE-PRESIDENT AND MEMBER OF EXECUTIVE COMMITTEE.**

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**REPORT OF THE COMMITTEE ON SCHOOL HYGIENE.**

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**BY DR. HENRY MITCHELL.**

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In recognition of the value of the work already accomplished in several of the leading cities of the United States in tracing out sources of infection among the pupils of public schools, the American Public Health Association at the annual meeting held in Indianapolis in September, 1900, created a Committee on School Hygiene, with the purpose of securing the presentation, from year to year, of reports showing: (1) The progress made in the application of means designed for the early detection of cases of communicable diseases among public school children. (2) For recording their physical development, and (3) For the improvement of sanitary conditions on school premises. They have limited their inquiries for this year to the medical inspection of schools. To gain the desired information a circular letter was sent to all the principal health boards in the United States, Canada and Mexico, as follows: Dear Sir: Will you have the kindness to report to the Committee on School Hygiene of the A. P. H. A. to what extent medical inspection of schools has progressed in your city? First: Have medical inspectors of schools been appointed? Second: If so, please state the number of inspectors employed, and send to us copies of the regulations or ordinances, under which the work has been carried on. Third: Kindly refer us to any reports, or papers which have been published, showing the results thus far reached in conducting the work.

To these, 154 replies have been received, and in order to show the interest in this subject, and the growing necessity for its adoption and enforcement, a few of these many replies are given.

*Province of Ontario, Canada.*—In a number of instances examination of school children, and the following to their homes of absentees from school, has been practiced in order to obtain exact information of cases of real, or suspected disease, in school children. The results have been remarkably successful, as when carried out thoroughly, outbreaks have been again and again suppressed within the shortest possible time. The work will grow as municipalities realize that it is at once effective, and, in the end, economical.

*New Haven.*—F. H. Beede, superintendent of schools, states that the medical inspection of the public schools “was introduced February 1, 1901. At that time five young and reputable physicians volunteered their services as medical inspectors of the schools. The city was divided into districts, and each inspector placed in charge of a district. Each morning, after the opening exercises, it is the duty of each school principal to find out whether there are any cases of sickness which needed the attention of the medical inspector. If there are, notice is sent to the office of the inspector, and he immediately visits the building. The inspector is not allowed to prescribe in any case, but, if he thinks best, he sends word to the parents advising that the family physician be consulted. It is probable that we shall make exception in this matter, allowing a general prescription for pediculosis. Thus far, the work of the inspectors has been of much value, and I hope it will not be discontinued. It is probable that next year, or later, the city will make an appropriation for this work. I do not know how many cases have been investigated by the inspectors, but I do know that a good many children have been in school who, in the judgment of the inspectors, should not have been there, and have been sent home. A good many cases of pediculosis, ringworm, pinkeye and scalp disease, have been found and acted upon by the inspectors. The result is that a more wholesome spirit is beginning to prevail as far as the matter of personal health and cleanliness is concerned among the school children.”

*Chicago.*—Following is an extract from the annual report of W. L. Bodine, superintendent of compulsory education, 1900:

In January, 1900, fifty medical inspectors of schools were assigned to work under the jurisdiction of this department and technical direction of the department of health. From January 8 to April 15, 1900, the result of their work in protecting the health of their pupils at the various schools was as follows:

Total number of examinations.....	76,805
Contagious diseases detected and excluded.....	4,539

The emergency corps of inspectors on duty from April 17 to June 1, 1900, conducted sixty additional examinations, and excluded thirty-five children from school for cause.

Out of 76,805 examinations, only one lawsuit was instituted against the board of education, and in that instance, Judge Ball of the superior court decided that the medical inspection of schools was constitutional, and the rights of principals and medical inspectors to exclude pupils for cause were upheld. The case was never appealed.

Medical inspection has proved a great safeguard for the health of the children in the Chicago public schools. The service has been handicapped by a limited number of inspectors and an inadequate appropriation to increase the force. By increasing the force the service could be improved,



as the inspectors now have too many schools to look after in their sub-districts. Credit is due medical inspectors of schools for their diligence to duty, for their diplomacy and general proficiency. This report demonstrates that their services have materially reduced the prevalence of diphtheria, scarlet fever, and kindred diseases of childhood in the public schools.

I would respectfully suggest that the health of pupils could be further protected if sanitary inspectors were appointed to regularly visit school-houses and inspect the sanitary condition of buildings. In some of the rented quarters, particularly where the ventilation and general sanitary condition is bad, a system of vigilant inspection is necessary if the board of education desires to make the protection of health complete.

*Boston.*—Boston has the honor of being the first municipality in the United States to establish medical inspection of schools, which was begun under the direction of the city board of health, in November, 1894. From the annual report of Edwin P. Seaver, superintendent of public schools of Boston for the year 1900, the following is taken:

For five and a half years past our schools have received the benefit of regular daily medical inspection. Competent physicians appointed by the board of health visit all the schools soon after the opening of the morning session each day. Every class teacher reports to the principal, early in the session, on the condition of the children in the class. If any of them be ailing in any way the inspector's attention is called to them. He examines them. If a child is found to be ill, but without manifesting any symptoms of an infectious disease, the teacher is advised to send the child home, with a message written or oral, as may seem best, stating what the trouble may be, and suggesting, if medical care seems needed, that the family physician be called. The inspector does not declare his diagnosis of the case, nor give professional advice as to its treatment. To do so would be to encroach on the province of the family physician, a thing which the inspectors are particularly required to refrain from doing. The great advantages arising from these visits to the schools is the early discovery of symptoms of infectious diseases among the children. Such early discovery, and the prompt measures thereupon taken, have resulted in putting a stop to epidemics that could easily become, through neglect, widespread and disastrous.

Many of the replies sent from localities where no steps have yet been taken to establish medical inspection of schools, indicate nevertheless, that active interest is taken in the subject, and in numerous instances assurances have been given that efforts will be made to put the system in operation at an early day. A careful analysis of the correspondence shows that there is a wide-spread interest in the work which has been already done, and it seems to be a safe prediction that in the course of one or two years a considerable number of the more progressive communities throughout the country will have adopted some method for the early detection of disease among children who attend the public schools.

The considerations which influence public opinion on the subject, and the arguments brought forward to sustain the views advanced in its favor, may be briefly stated as follows: The state, by statute, requires school attendance at an age when the individual is peculiarly prone to fall a victim to the diseases which prevail in all groups of young people, and in assuming the control and custody of the child during five hours each day, the state

becomes morally responsible for the protection of the health of the pupil during that period, and it is wholly indefensible that public schools shall be conducted in buildings which are insufficiently ventilated, lighted and warmed. It is equally indefensible to bring children together by lawful authority, without using every reasonable endeavor to weed out and exclude infectious individuals. The justification which warrants the state in the enforcement of the requirement compelling all children to obtain an education is purely economic in its principles, and on the same basis it is quite as reasonable for the state to require that all citizens shall avoid premature death, and in fact this logical claim to the benefits which attend the normal duration of the life of the individual has long been demanded by civilized governments the world over. Thus the laws of many countries make suicide a crime, and on this ground laws are made to secure hygienic conditions on private premises. The value of the citizen to the commonwealth, and the gain if he shall live out his natural expectation, is understood and admitted by all statesmen. How thoughtless then, has been our course heretofore in admitting to intimate associations the sick and the well in one unrestricted group in the public schools; and it is high time that measures should be taken to stop the needless slaughter.

Every observing man knows that the astonishing diminution in the mortality of infants which has occurred during the past ten years, has been almost solely due to a better understanding on the part of mothers and nurses of the value of pasteurization of milk; and medical inspection of schools promises to accomplish results almost as valuable in preventing the spread of diphtheria and scarlet fever, as the proper care of milk has rendered in eradicating infantile diarrhoea.

It has been observed, first, by a distinguished English sanitarian, that communicable diseases prevail to a less degree during vacation periods than during the school year; and this significant fact supports the view previously advocated concerning the advantages which will attend the daily inspection of all school pupils suspected by the teacher to be ill.

It should be a source of humiliation to any capable sanitary officer, or school officer, to find himself so insufficiently supported by his official associates, that he is unable to apply to the school building under his control the recognized methods of purification and cleansing during outbreaks of the dangerous communicable diseases, and thus render the building and everything within it, free from infection and entirely safe for the admission of all uninfected pupils.

Daily inspection of the pupils by a competent medical officer, and the instant exclusion of pupils, teachers and janitors found to be infected, will permit and fully warrant uninterrupted continuance of the school work.

## In Memoriam

“To die is landing on some silent shore  
Where billows never break nor tempests roar  
Ere well we feel the friendly stroke, 'tis o'er.”

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Parvin

Elliott

Wernli

Nestlerode

Dofflemeyer

Michener

Merrill

Dye

Chantry

Hamilton

Dehan

Lenocker

Kleinsorge

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**THEODORE SUTTON PARVIN**

was born at Cedarville, Cumberland county, New Jersey, January 15, 1817, and died at Cedar Rapids, Iowa, June 28, 1901. He graduated from Cincinnati and Woodward colleges, and in 1838 received from Gen. Robert Lucas, the first governor of the territory of Iowa, an appointment as his private secretary. He served as territorial librarian by appointment of Governor Lucas, and in 1839 was appointed district attorney for the middle district of Iowa. He was elected secretary of the territorial council in 1840. For a period of ten years, beginning in 1847, he was clerk of the United States district court, and for a time he also served as county judge. In 1857-8 he was register of the state land office. From 1860 to 1870 he was professor of the natural sciences in the Iowa State University, serving at the same time as secretary of the Iowa Historical Society during the years 1864-5-6. He served as grand master of the Masonic order in 1852, and for more than half a century served as grand secretary of the same. Because of his timely and persistent efforts the headquarters of the order were established at Cedar Rapids in 1885. He wrote a history of the "Newspaper Press of Iowa," from 1836 to 1846; "Masonry in Iowa," "History of Templary in the United States," and of "Early Schools and Teachers in Iowa," 1830 to 1860.

He was always deeply interested in educational affairs, and often participated in the proceedings of the Iowa State Teachers' Association, of which he was president at the session held at Keokuk in 1868.

Of him it has been written: "He perpetuated his youth by his interest in the young people, and in their affairs and happiness. He was a man of simple piety and Christian faith, and a man who associated reverence with his wisdom. He was a man who loved to worship in the sanctuary, and in his earlier days was useful in many capacities in the church. He was content to deny himself the gratification of personal aggrandizement, and for years to come being dead he will yet speak."

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**JACOB WERNLI.**

Jacob Wernli was born in Thalheim, Canton Argau, Switzerland, July 12, 1828, and died at Le Mars, Iowa, July 22, 1901. He graduated with high honors from the normal school in his native land in 1850, and for several years served as principal of schools in the vicinity of his home. He came to the United States in 1855 and, with his young wife, settled at Oshkosh, Wisconsin. In 1859 he commenced teaching a common school and taught until 1861 when he was elected county superintendent of schools in Waupaca county, and re-elected in 1863. In 1864 he was called to the

principalship of the second ward schools of Milwaukee, and two years later was elected assistant principal of the normal school at Platteville. This latter position he resigned on account of poor health in 1868. After a short rest he took charge of the Northwestern German-English normal school at Galena, Illinois, which position he held until 1873, when he resigned. In 1875 he came to Iowa, locating at Le Mars, where he served as principal of the schools for two years. He was elected county superintendent of Plymouth county in 1881, and re-elected in 1883, and resigned in 1885. He founded at Le Mars the Northwestern Normal and Business College in 1887. In 1893 he was again elected county superintendent and re-elected in 1895. As a normal institute conductor Professor Wernli was, perhaps, most widely known, and by him thousands of teachers were inspired to higher aims and better methods. In a high degree he was a teacher of teachers. "The name of Jacob Wernli is, and will be forever, indissolubly connected with the cause of education, and the advancement of learning in the great Northwest, of which he was one of the pioneers."

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#### JOSEPH J. DOFFLEMYER.

Joseph J. Dofflemyer was born at Bonaparte, Iowa, April 12, 1859, and died at Webster City, June 25, 1901. In his youth he attended Howe's Academy, often walking five miles each way. His college course was taken at Iowa Wesleyan University, at Mt. Pleasant, from which institution he received the degree of Master of Science. He began teaching at the age of sixteen years. In succession he taught three years at Birmingham, two years at Farmington, seven years as principal of a ward school at Keokuk, and for ten years served as superintendent of the public schools at Marion. At the time of his death he was looking forward with much pleasure to the work at Boone, where he had been elected superintendent of the city schools but a few weeks previous.

He was married June 27, 1880, to Miss Mary Pitkin, who with two children survive him. While an active participant in all the educational associations of the state, he was also deeply interested in the right religious training of the young; he frequently served as superintendent of the Sunday school of the Methodist Episcopal church, of which he was a member and officer, and at one time served as district president of the Epworth League. He belonged to the Knights of Pythias, and by his devotion to the principles of the order, he contributed much to the success of the local lodge. "The record of noble deeds and successful achievements remains with us as a precious memory, an inspiration to cultivate the best that is in us, and extend a helping hand to others, while opportunity offers."

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#### JACOB T. MERRILL.

Jacob T. Merrill was born in 1839, at Granville, Ohio, and died at Ligonier, Indiana, June 22, 1901. By his own efforts he worked his way through Otterbein University, and graduated with honors. Soon after graduation he began teaching in Illinois, but after a short experience enlisted for service in

the civil war. For twenty-five years he served as teacher or superintendent of the public schools of Lafayette, Indiana, and from 1890 to 1900 was superintendent of the public schools of Cedar Rapids. During these years he was an active participant in district and state associations. He took the most active interest in school architecture and sanitation, and the large number of modern school buildings in Cedar Rapids is due to his efforts.

Superintendent Merrill was married in 1866 to Miss Gertrude Denning, who died in 1891. Two children were born to them, Theodore and Anna, both of whom survive him. He was an honored member of the National Educational Association, of El Kahir Temple, Nobles of the Mystic Shrine, and of Cedar Rapids Lodge No. 251, B. P. O. E. He was a Presbyterian in faith. The board of directors of Cedar Rapids well said: "The work of Professor Merrill as an educator is done and his record is made, but his influence will continue in the lives of his pupils and teachers for years to come."

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#### A. B. CHANTRY.

A. B. Chantry was born in Guthrie county, April 30, 1867, and died at Greenfield, Iowa, January 28, 1901. He received a common school education, and afterward pursued his studies in Panora high school, Dexter normal school, and a commercial college, and at the state university of Iowa. After teaching for several years in the common schools, he was elected principal of the public schools of Orient in 1894. In this position he served acceptably until elected to the office of county superintendent of Adair county, in 1899. His illness dates from the latter part of October, 1900, when, in the discharge of his duties, he drove to Dexter to attend a general teachers' association; a cold was contracted at this time which developed into typhoid pneumonia which resulted in his death.

During all his sickness he made an heroic effort for life; he was anxious to continue to perform the duties of his office; he was ambitious to raise the standard of the public schools under his supervision. He had the greatest faith in his co-laborers, and would often sacrifice himself rather than offend his friends.

On July 3, 1892, he was married to Miss Ella A. Cowden, who with three children survive him.

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#### JOHN MICHAEL MEHAN.

John Michael Mehan was born in Bath, Virginia, October 6, 1845, and died at Des Moines, Iowa, March 9, 1901.

From his earliest boyhood President Mehan had his own way to make in the world. His life is a striking example of what may be accomplished by close application, industry, perseverance, and the observance of those virtues which count for strong manhood. Those who knew him best always regarded him as a teacher of teachers. For forty years he was an instructor of young people, and the influence of his life will for years to come be felt in the lives of hundreds of young men and young women who came under his instruction.

For a time he was a grammar school teacher in Nevada, and later on, special teacher of penmanship at Creston. In 1885 he established the Capital City Commercial College of Des Moines and continued at the head of this institution until the time of his death. Notwithstanding the fact that for some years President Mehan was in poor health he continued to take an active part in educational associations, both state and national. He was a member of the Central Presbyterian church of Des Moines, and belonged to the Masonic order, where he was held in the very highest esteem. His wife and two children, John C. Mehan and Mrs. Jetta C. Zinsmaster of this city, survive him.

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#### MISS HELEN ELLIOTT.

Miss Helen Elliot was born at Le Claire, Iowa, and died at the same place September 28, 1901. She finished her high school course at Le Claire when only sixteen years of age. After teaching school for a while she entered Cornell college, where she graduated with honors in 1894. For one year she was a teacher in the high school at Osage; from there she went to Ottumwa, where she taught mathematics in the high school for five years. In January 1900 her board granted her a leave of absence of six months in order that she might serve as secretary of the State Board of Educational Examiners. In the spring of 1901 she resigned her position in Ottumwa and entered upon studies at Chicago university. In July 1901 Miss Elliot passed the examination for a position in the Chicago high school. She was a thorough student, an able teacher, and sought to excel in all her work. Her life was one of purity and earnestness.

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#### C. C. NESTLERODE.

Mr. Nestlerode was born in Center county, Pa., March 17, 1824. Late in the year 1830 the family removed to Crawford county, Ohio, and in 1832 to Wood county. In 1836 he helped in the erection of a log house in which to hold school. He attended school during this winter for thirty-seven days, and at the same place in the following winter for forty-eight days. The third winter he secured fifty-seven days' instruction. During the winter of 1840-'41 he attended his first and only free school, and later continued his study in Fostoria, boarding himself most of the time and teaching classes to pay his tuition.

Mr. Nestlerode began teaching about this time, receiving \$14.00 per month and boarding around with his pupils. About 1856 he came to Iowa, and in December of that year founded the Old Tipton Union School, acting as its principal for six years. At this time he opened a vigorous campaign for free schools and universal education. To him more than to any other man is due the credit of establishing the system now in vogue in the state. During the war he returned to Fostoria, serving as superintendent there and teaching in the vicinity.

Perhaps in no better way can the debt of Iowa teachers to Mr. Nestlerode be told than by quoting from the proceedings of the fourth reunion of the



Tipton union school: "Mr. Nestlerode held the first teachers' institute held in Iowa, and was engaged in institute work in Ohio from 1849 to 1856, and from 1856 to 1875 conducted institutes in many of the counties of Iowa. He attended the first meeting of the Iowa State Teachers' Association, which was held in Iowa City, December 27 and 28, 1854. He served as president of that association in 1857-'58. He was unanimously elected by the association to represent that body at the meeting of the State Board of Education. He was present every moment during the twenty days the state board was in session. He refused the secretaryship of the board, stating that he would be unfaithful to those he came to represent were he to do so. The State Association also elected him, at the Davenport meeting in August, 1858, chairman of the executive committee of the association, institute lecturer and state public school worker. He held twelve institutes, attended the State Board of Education twenty days, traveled 3,700 miles, much of the distance on foot, and gave 712 free school talks during the year. He was re-elected chairman of the executive committee the two following years. The executive committee was ordered to publish an educational journal in the interest of free schools and to aid in carrying the new school laws into effect. As chairman of the executive committee, the editing, publishing, corresponding and paying the bills, fell largely on Mr. Nestlerode. 'The Iowa Instructor' was established and made the organ of the State Teachers' Association. He published it three years. The receipts did not exceed one-half the expenditures, and notwithstanding not a collection was asked for, nor a contribution made, yet Mr. Nestlerode saw that every debt was paid and every demand was met before he left the state. In 1861 he was again elected president of the state association."

Since Mr. Nestlerode's retirement from active school work he devoted a large part of his time to Sunday school work in Ohio. He died in Fostoria late in 1900. Thus has passed a useful and influential life, one devoted in the upbuilding of a school system which is an honor to its originators and a blessing to a great state.

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#### D. R. MICHENER.

The following resolutions have been passed by the Lucas County Teachers' Association on the death of its president, Mr. D. R. Michener, who died December 12, 1900. Your committee has been unable to gain any further facts and therefore submits the resolutions:

WHEREAS, It has pleased the Supreme Ruler of all to call our esteemed friend and fellow-teacher, D. R. Michener, to his eternal home; and,

WHEREAS, We deplore the departure of one so eminent in the educational field, so beloved and honored by all; therefore be it

*Resolved*, That we, the members of the Lucas County Teachers' Association, appreciating his cheerfulness and efficiency while working among us in this association, in our county institute and in the school room, extend, as a token of esteem, our heartfelt sympathy to the sorrowing family for the loss of one whose life has been an inspiring example to his host of friends.

Sometime when all life's lessons have been learned,

And sun and stars forever more have set,

The things which our weak judgment here have spurned—

The things o'er which we grieved with lashes wet—



Will flash before us, out of life's dark night,  
As stars shine most in deepest tint of blue,  
And we shall see how all God's plans are right,  
And how what seemed reproof was love most true.  
And you shall shortly know that lengthened breath  
Is not the sweetest gift God sends his friend,  
And that, sometimes, the sable pall of death  
Conceals the fairest boon his love can send.  
If we could push ajar the gates of life  
And stand within, and all God's working see,  
We could interpret all this doubt and strife,  
And for each mystery could find a key.  
But not today. Then be content, poor heart;  
God's plans, like lillies, pure and white unfold.  
We must not tear the close shut leaves apart,  
Time will reveal the calyxes of gold.  
And if through patient toil we reach the land  
Where tired feet, with sandals loosed, may rest,  
When we shall clearly see and understand,  
I think that we will say: "God knew the best."

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#### MISS EMMA S. DYE.

Miss Emma S. Dye was born in Galena, Illinois, in 1864, and died at Des Moines, January 8, 1900. She came to Des Moines with her parents in 1870. She was educated in the public schools of East Des Moines, graduating from the high school in 1882. In 1885 she began her career as teacher in Bremer school of East Des Moines. In 1886 she was transferred to the Longfellow school where she remained doing good work until 1898, when she was promoted to the principalship of Lucas school. January 2, 1900, Miss Dye was fatally burned by the explosion of a gasoline stove. She was taken to Mercy Hospital where, after a week of intense suffering, she died on January 8th. Miss Dye was an earnest teacher and had a marked influence upon her pupils. Her sad death made a profound impression upon the schools and the community. She was a member of the Methodist Episcopal church and manifested to the last her hope in God.

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#### JOHN N. HAMILTON.

John N. Hamilton was born in Rural Grove, New York, December 11, 1846. He was a member of a family of nine children, all of whom except one sister survive their brother. He attended the public school of his native town and later pursued advanced studies in Fairfield college, in the same state. He taught for several years in the state of New York and about twenty-eight years ago came to Iowa, teaching at National. In 1874 he began teaching in Elkader, Iowa, where he was employed continuously for eighteen years. Seeking a wider field of usefulness, much to the regret of the people of Elkader, he accepted the position of principal of the Sac City public schools, to which he was elected May 10, 1892. He took charge of the schools at the opening the following September and was beginning his ninth year of devoted service when death ended his career. He had become

well known in educational circles and his words of counsel were heard with great appreciation in the meetings of teachers' associations. One of the last important papers he prepared was on "The Influence of the Teacher on the Manners and Morals of His Pupils." Those who knew him were aware that what he said on such a theme would come from his heart. It was his foremost desire to have his influence with his pupils tell for the development of noble manhood and womanhood. On January 1, 1897, he was awarded a life diploma by the state board of educational examiners.

Professor Hamilton was married August 19, 1877 to Mary Alice Beaman, of McGregor, Iowa. Their only child is Mabel Alice. In his home life Professor Hamilton was thoughtful, courteous and affectionate. Probably none who knew him failed to be impressed with the apparent naturalness of his courteous manner and his kindly words and deeds, always befitting the time and place.

His government in the schoolroom was accomplished without apparent effort. His manner inspired the confidence and love of his pupils and his quiet and orderly methods were their examples. As a teacher he was thorough and successful.

He was a faithful member of the Presbyterian church and for many years sang in the choir. He had membership also in Occidental Lodge, A. F. & A. M., and Sac City chapter, O. E. S. In social life, as in his school work, his example counted much for what is best. His memory is precious. In the words of a text used by a minister who referred appropriately in a sermon Sunday evening to the death of Prof. Hamilton. "He, being dead, yet speaketh."

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#### FRANCIS E. LENOCKER.

Born April 16, 1866, in Holmes county, Ohio. Died July 29, 1900, at Williamsburg, Iowa. Interment at Dexter, Iowa.

It is rare that a young man develops a career with such certainty and rapidity as was the record of this educator. His first education beyond the common schools was obtained at the Dexter Normal College. He also taught in the rural schools near his home, and soon had evidence of what his career was to be. He then became a student of the Iowa State Normal school, and graduated with the Bachelor of Didactic's degree in 1891. After being principal of schools at Onslow and at Arcadia, Iowa, he again attended the State Normal school, and received his Master's degree. From there he went to the State University of Iowa and graduated in 1898. In the summer of 1898 he was sent to the Pacific coast as a collector of botanical specimens for the museum of the university. He was called to the principalship of the Guthrie county high school July 8, 1898, in which position he remained until his death, July 29, 1900. He was married to Miss Jessie Popham at Williamsburg, Iowa, July 3, 1900. Immediately thereafter he and his wife went to the National Educational Association at Charleston South Carolina. On the way home Mr. Lenocker became ill with malarial fever at Washington, D. C. This disease, with other unusual complications, destroyed his life. The career of this man is one of which his friends and relatives may be proud. Perseverance, untiring industry, sterling character, determination

to do his best, were continual manifestations of his daily life. He was a thorough scholar, an inspiring teacher, a successful organizer, a supreme institute instructor, which qualities, united with his beautiful spirit as a man, all bear tribute to his worth and success in the memories of all who were privileged to be acquainted with him. As a leader he was among the best and truest, always being faithful to the highest interest of manliness and character, and leaving thereby an impress upon his pupils, associates and friends, that will bear large fruit in years to come. The deepest sympathy of the teachers of Iowa is sincerely extended to his young wife, to his family, and all his personal friends whose lives have been so sincerely saddened and stricken by his untimely decease.

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#### JOHN ARNOLD KLEINSORGE.

John Arnold Kleinsorge was born at Maquoketa, Iowa in 1867 and died at Denver, Colorado in March 1901. After graduating from the Iowa State Normal School at Cedar Falls in 1890, he entered upon the work of teaching, and in time became principal of Crocker school, Des Moines, where he served for three years. Later he went to Europe and spent four years in study in German universities and in travel on the Continent. In 1899 he obtained from Jena the degree of Ph. D. Upon his return to the United States he was elected to the chair of pedagogy in the state normal school in Oswego, New York. In 1900 he became principal of the training school in the state normal school at Greeley, Colorado, where he served acceptably until the time of his death. While in London, in 1897, he was married to Miss Eliza George, a former teacher in the West Des Moines public schools, who still survives him.

Hon. Henry Sabin who was his warm personal friend wrote of him in the Midland Schools: "An honorable record in our memory and a warm place in our hearts is all that is left of Kleinsorge."

"None knew him but to love him,  
None named him but to praise."

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# APPENDIX.

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# STATISTICS.

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GENERAL SUMMARY.

ABSTRACT OF REPORTS FOR 1900.

ABSTRACT OF REPORTS FOR 1901.

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GENERAL SUMMARY OF STATISTICS.

SECRETARIES' REPORTS.

SCHOOL DISTRICTS.

	1897.	1898.	1899.	1900.	1901.
School townships.....	2,190	2,193	1,175	1,187	1,187
Independent districts.....	3,647	3,642	3,652	3,686	3,711
Whole number of districts.....	4,837	4,835	4,827	4,873	4,901
Subdistricts.....	9,311	9,330	9,378	9,423	9,448

SCHOOLS.

Ungraded.....	12,578	12,578	12,616	12,615	12,623
Rooms in graded.....	5,184	5,381	5,561	5,766	5,875
Whole number.....	17,762	17,959	18,177	18,381	18,498
Average duration in months.....	8.1	8.1	7.9	8.0	8.6

TEACHERS.

Males employed.....	5,824	5,855	5,577	4,948	4,877
Females employed.....	23,208	23,839	23,860	23,841	24,085
Whole number.....	28,032	28,694	28,437	28,789	28,962
Average monthly compensation, males.....	\$ 37.01	\$ 37.10	\$ 38.31	\$ 40.20	\$ 41.58
Average monthly compensation, females.....	31.45	31.20	30.30	30.24	30.63

SCHOLARS.

Between 5 and 21, males.....	369,772	369,413	369,135	371,164	373,261
Between 5 and 21, females.....	357,922	358,043	358,640	359,990	361,897
Total enumeration.....	727,694	727,456	727,775	731,154	735,159
Enrolled in public schools.....	546,836	548,852	554,992	566,223	562,662
Total average attendance.....	347,620	370,845	364,409	373,474	373,547
* Percentage enrollment on enumeration.....	76.0	75.4	76.2	77.8	76.9
Percentage attendance on enrollment.....	63.5	67.5	65.6	65.9	66.3
*Percentage attendance on enumeration.....	48.3	50.9	50.0	51.3	51.0
Average tuition per month per scholar.....	\$ 1.87	\$ 1.77	\$ 1.86	\$ 1.96	\$ 1.98
Average number enrolled to each teacher.....	.30	.25	.30	.29	.28

\* Computed on enumeration of previous year, during which these statistics accrued.

SCHOOLHOUSES.

	1897.	1898	1899.	1900.	1901.
Whole number.....	13,744	13,775	13,836	13,861	13,922
Value.....	\$ 16,355,842	\$ 16,790,063	\$ 16,908,076	\$ 17,655,992	\$ 18,223,749

APPARATUS.

Value.....	\$ 619,832	\$ 660,471	\$ 717,373	\$ 798,294	\$ 801,789
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DISTRICT LIBRARIES.

	1897.	1898.	1899.	1900.	1901.
Number of volumes.....	212,702	252,972	300,795	334,300	453,454

SHADE TREES ON SCHOOL GROUNDS.

Number of growing trees	198,003	212,175	215,202	219,904	225,463
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TEMPERANCE INSTRUCTION.

Schools teaching effects of stimulants .....	17,384	17,699	17,760	17,510	17,438
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TREASURERS' REPORTS.

TEACHERS' FUND.

RECEIPTS.

On hand at last report...	\$2,348,105.77	\$2,405,044.28	\$2,643,664.77	\$2,719,465.88	\$2,736,979.11
From district tax .....	4,459,044.92	4,591,763.72	4,584,997.47	4,715,506.71	5,017,565.18
From apportionments. . .	816,044.27	852,428.33	822,275.08	816,581.22	827,955.34
From other sources.....	129,196.34	158,720.45	138,719.48	187,205.91	155,667.04
Total receipts	\$7,752,391.30	\$8,007,956.78	\$8,189,056.80	\$8,438,759.76	\$8,738,166.67

EXPENDITURES.

Paid teachers.....	\$5,264,353.70	\$5,315,157.17	\$5,417,663.10	\$5,606,932.59	\$5,747,339.29
Paid for other purposes.	82,993.32	49,734.84	51,927.82	94,848.06	66,201.77
Total expenditures	\$5,347,347.02	\$5,364,892.01	\$5,469,590.92	\$5,701,780.65	\$5,813,541.06
On hand.....	2,405,044.28	2,643,064.77	2,719,465.88	2,736,979.11	2,924,625.61
Total...	\$7,752,391.30	\$8,007,956.78	\$8,189,056.80	\$8,438,759.76	\$8,738,166.67

SCHOOL HOUSE FUND.

RECEIPTS.

	1897.	1898.	1899.	1900.	1901.
On hand at last report...	\$ 323,855.88	\$ 303,481.60	\$ 360,723.60	\$ 434,467.13	\$ 575,324.95
From district tax .....	767,170.59	748,230.79	748,060.25	803,850.14	840,320.43
From other sources.....	554,340.26	592,645.58	579,346.49	694,698.26	630,972.73
Total receipts.....	\$1,645,366.73	\$1,644,357.82	\$1,688,130.34	\$1,933,015.53	\$2,046,624.11

EXPENDITURES.

For schoolhouses and sites .....	\$ 638,485.37	\$ 423,088.99	\$ 474,806.54	\$ 664,141.23	\$ 830,565.68
On bonds and interest...	549,998.46	672,177.37	605,356.84	532,796.18	486,605.38
For libraries and apparatus .....	10,344.58	1,395.81	2,123.95	2,297.08	880.31
Paid for other purposes .	143,056.87	186,972.05	171,375.88	158,856.09	170,221.55
Total expenditures...	\$1,341,885.28	\$1,283,634.22	\$1,253,663.21	\$1,357,690.58	\$1,488,272.92
On hand. ....	303,481.45	360,723.60	434,467.13	575,324.95	558,351.19
Total. ....	\$1,645,366.73	\$1,644,357.82	\$1,688,130.34	\$1,933,015.53	\$2,046,624.11

CONTINGENT FUND.

RECEIPTS.

	1897.	1898.	1899.	1900.	1901.
On hand at last report. . .	\$ 683,190.60	\$ 761,753 04	\$ 761,910.94	\$ 708,241 07	\$ 648,522.21
From district tax . . . . .	1,616,820.48	1,617,210.87	1,603,646.06	1,675,348.91	1,833,131 65
From other sources . . . . .	212,937 47	185,924.85	202,847.27	234,340.19	270,440 00
Total receipts . . . . .	\$2,512,048 55	\$2,564,888.76	\$2,568,404.27	\$2,617,970 17	\$2,752,093 86

EXPENDITURES.

For fuel, rent, repairs, etc	\$1,089,972.49	\$1,106,423 02	\$1,191,180.06	\$1,282,340.35	\$1,347,870 33
Paid secretaries and treasurers . . . . .	139,660.93	137,547.88	138,403.27	142,387.61	144,158 94
For records, apparatus, etc . . . . .	58,493.70	51,287.20	53,592.82	43,305.06	52,003.82
For library and dictionaries . . . . .		18,232 94	23,483.14	16,705 36	24,747.36
For free text-books . . . . .	41,009 51	41,124.74	21,996.12	23,219.04	26,183 49
For general supplies . . . . .	187,172 37	210,836.56	184,070.30	182,251.40	126,105 16
For other purposes . . . . .	234,886 51	237,525.48	247,437.49	279,239.14	298,769.72
Total expenditures . . . . .	\$1,751,195 51	\$1,784,744 88	\$1,860,163 20	\$1,969,447.96	\$2,019,838.82
On hand . . . . .	761,753 04	761,910.94	708,241 07	648,522.21	732,255 04
Total . . . . .	\$2,512,048 55	\$2,564,888 76	\$2,568,404 27	\$2,617,970.17	\$2,752,093.86

COUNTY SUPERVISION.

EXAMINATION OF TEACHERS.

First grade certificates issued . . . . .	4,326	2,526	2,849	2,917	3,308
Second grade certificates issued . . . . .	16,021	14,165	14,084	13,828	14,131
Third grade certificates issued . . . . .	3,289	6,735	7,108	7,228	7,144
Special certificates issued . . . . .	209	214	436	684	723
Total number issued . . . . .	24,445	23,741	25,197	24,657	25,306
Applicants rejected . . . . .	4,832	5,284	4,650	5,014	4,456
Total number examined . . . . .	29,277	29,025	30,084	29,671	29,762
Certificates revoked . . . . .	4	6	3	4	3
Average age of applicants . . . . .	25 and 22	25 and 23	25 and 22	25 and 22	25 and 22
No experience in teaching . . . . .	3,630	3,508	3,821	3,560	3,912
Taught less than one year . . . . .	3,828	3,725	4,161	4,208	4,362
With state certificates or diplomas . . . . .	807	976	1,137	1,285	1,760

VISITATION OF SCHOOLS.

Schools visited . . . . .	12,636	11,200	12,134	9,912	11,242
Visits made during year . . . . .	16,474	14,055	15,803	12,343	13,932
Educational meetings held . . . . .	1,753	1,537	1,329	1,128	1,209

APPEALS.

Number of cases . . . . .	36	48	41	43	45
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COMPENSATION OF COUNTY SUPERINTENDENTS.

Av. received per annum \$	1,215	\$ 1,222	\$ 1,212	\$ 1,222	\$ 1,242
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PRIVATE SCHOOLS.

Number reported . . . . .	259	250	244	250	231
Teachers employed . . . . .	1,320	1,225	1,457	1,655	1,658
Students in attendance . . . . .	32,430	30,751	37,779	43,012	43,715
Number of graduates . . . . .	2,028	1,931	2,520	2,863	2,716

TEACHERS' NORMAL INSTITUTES.

GENERAL REPORT.

	1897.	1898.	1899.	1900.	1901.
Number of institutes held	99	99	99	98	99
Continuing weeks.....	2.3	2.3	2.3	2.1	2.1
Males in attendance....	3,737	3,114	3,772	2,412	2,115
Females in attendance ..	18,501	17,670	17,682	17,132	17,116
Total in attendance.....	22,238	20,784	20,454	19,554	19,231

FINANCIAL REPORT.

RECEIPTS.

	1897.	1898.	1899.	1900.	1901.
On hand at last report...	\$ 17,835.93	\$ 13,987.93	\$ 15,009.05	\$ 14,564.88	\$ 14,409.36
Examination fees.....	29,277.00	31,543.00	32,933.00	32,588.00	33,070.00
Registration fees .....	22,238.00	20,784.00	20,454.00	19,544.00	19,231.00
State appropriation.....	4,950.00	4,950.00	4,950.00	4,950.00	4,950.00
From other sources ....	1,205.55	3,657.08	1,936.09	1,437.16	1,354.28
Total .....	\$ 75,566.48	\$ 74,922.91	\$ 75,282.14	\$ 73,084.04	\$ 73,014.64

EXPENDITURES.

For instruction and lectures .....	\$ 51,776.96	\$ 51,649.21	\$ 53,268.38	\$ 51,711.51	\$ 52,438.59
For incidentals .....	9,801.59	8,259.65	7,448.88	6,963.17	6,565.28
On hand .....	13,987.93	15,014.50	14,564.88	14,409.36	14,010.77
Total....	\$ 75,566.48	\$ 74,923.36	\$ 75,282.14	\$ 73,084.04	\$ 73,014.64

PERMANENT SCHOOL FUND.

	1897.	1898.	1899.	1900.	1901.
Amount in September. ...	\$ 4,724,357.29	\$ 4,724,030.61	\$ 4,724,804.32	\$ 4,740,802.16	\$ 4,752,513.71
Interest on the same ....	238,910.30	118,177.50	118,138.85	118,700.10	108,942.52

THE COST OF OUR SCHOOLS.

	1897.	1898.	1899.	1900.	1901.
For teachers' salaries	\$ 5,264,354	\$ 5,315,157	\$5,417,663.10	\$5,606,932.59	\$5,747,339.29
For schoolhouses, apparatus, etc .....	1,341,885	1,283,634	1,253,663.21	1,357,690.58	1,488,272.98
For general contingencies	1,834,189	1,802,977	1,860,163.20	2,004,296.02	2,086,040.59
Total .....	\$ 8,440,428	\$ 8,401,768	\$8,531,489.51	\$9,028,919.19	\$9,321,652.86

FIGURED ON TAXABLE PROPERTY.

Number of mills for each dollar of assessed valuation.

Teachers' salaries.....	9.4	11.2	11.4	10.4	10.3
Schoolhouses, apparatus, etc .....	2.4	2.6	2.6	2.5	2.6
General contingencies...	3.3	3.8	3.9	3.8	3.7
Total. ....	15.1	17.6	17.9	16.7	16.6

ON ESTIMATED POPULATION.

For each individual of entire population.

	1897.	1898.	1899.	1900.	1901.
Teachers' salaries. . . .	2.45	2.58	2.63	2.51	2.57
Schoolhouses, apparatus, etc . . . . .	.63	.62	.60	.60	.66
General contingencies...	.86	.87	.90	.92	.93
Total.....	3.94	4.07	4.13	4.03	4.16

ON SCHOOL ENUMERATION.

For each youth between 5 and 21.

Teachers' salaries.....	7.23	7.33	7.44	7.66	7.81
Schoolhouses, apparatus etc . . . . .	1.84	1.76	1.72	1.85	2.02
General contingencies...	2.49	2.47	2.55	2.82	2.83
Total. . . . .	11.56	11.56	11.71	12.33	12.66

ON TOTAL ENROLLMENT.

For each scholar enrolled in school.

Teachers' salaries.....	9.62	9.57	9.76	9.90	10.21
Schoolhouses, apparatus, etc . . . . .	2.45	2.31	2.26	2.39	2.64
General contingencies...	2.35	3.25	3.35	3.64	3.70
Total. . . . .	15.42	15.13	15.37	15.93	16.55

ON AVERAGE ATTENDANCE.

For each scholar actually in attendance.

Teachers' salaries . . . . .	15.15	14.58	14.86	15.01	15.38
Schoolhouses, apparatus, etc . . . . .	3.86	3.52	3.44	3.61	3.98
General contingencies. .	5.27	4.94	5.10	5.52	5.58
Total.....	24.28	23.04	23.40	24.16	24.94

**TABULAR EXHIBIT SHOWING THE GROWTH OF THE PUBLIC**

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\* Not reported in 1855.

† Including independent districts.

‡ Rooms in graded schools.

## SCHOOL SYSTEM OF IOWA FROM 1847 TO 1901 INCLUSIVE.

SCHOOLHOUSES.		No. volumes in libraries.	No. teachers' institutes held.	EXPENDITURES.				Annual interest of permanent fund.	Total equalized assessment of entire state.	Year.
Total number.	Value.			Teachers' salaries.	Schoolhouses, grounds, libraries and apparatus.	Fuel and other contingencies.	Total.			
387	\$ 38,506	180	..	\$ 21,648	\$ ..	2	\$ 44,738	1	\$ 12,271,000	1847
523	68,762	287	..	36,814	..	10	71,299	2	14,450,000	1848
557	61,412	476	..	47,502	..	15	76,756	3	18,509,000	1849
804	99,708	703	..	54,643	..	15	77,890	4	22,623,000	1850
859	144,979	943	..	72,095	..	16	107,635	5	28,465,000	1851
1,005	170,564	576	..	87,817	..	14	121,965	6	38,427,000	1852
1,313	265,790	875	..	147,862	..	12	201,741	7	49,540,000	1853
1,686	571,064	623	..	198,142	..	6	364,515	8	72,327,000	1854
2,182	971,004	349	20	148,574	..	11	298,474	9	106,895,000	1855
2,620	1,049,747	627	14	383,589	..	11	617,632	10	164,795,000	1856
3,208	1,266,845	2,325	12	445,164	..	19	655,938	11	210,045,000	1857
3,479	1,288,817	2,995	33	518,591	..	17	694,447	12	279,828,000	1858
3,676	1,290,288	3,988	56	515,939	..	17	704,771	13	379,827,000	1859
4,110	1,304,788	3,857	60	570,115	..	19	788,657	14	493,385,000	1860
4,274	1,739,131	4,810	63	686,672	..	19	964,291	15	577,451,000	1861
4,635	2,183,738	6,389	59	856,725	..	30	1,265,667	16	694,000,000	1862
5,009	2,836,757	10,324	69	1,006,628	..	30	1,737,955	17	767,109,000	1863
5,454	3,450,078	9,303	67	1,161,653	..	0	2,039,597	18	865,000,000	1864
6,000	4,397,944	8,776	65	1,330,823	..	14	2,663,911	19	1,068,000,000	1865
6,407	5,374,542	8,932	74	1,438,964	..	16	3,146,034	20	1,220,000,000	1866
6,888	6,101,613	11,309	78	1,636,951	1,	15	3,043,425	21	1,300,000,000	1867
7,594	6,868,910	11,482	78	1,900,893	1,	16	3,269,190	22	1,405,000,000	1868
8,253	7,495,926	11,783	85	2,130,047	1,	37	4,065,666	23	1,470,000,000	1869
8,856	8,164,325	12,944	84	2,248,676	1,	15	4,229,154	24	1,540,000,000	1870
9,228	8,232,935	10,719	92	2,447,420	1,	16	4,443,482	25	1,600,000,000	1871
9,528	8,617,956	13,120	97	2,598,440	1,	16	4,605,749	26	1,660,000,000	1872
9,908	9,375,833	17,122	98	2,784,099	1,	18	4,957,774	27	1,720,000,000	1873
10,296	9,044,973	17,329	99	2,953,645	1,	18	5,197,428	28	1,780,000,000	1874
10,566	9,161,701	20,447	99	3,011,230	1,	13	5,103,360	29	1,840,000,000	1875
10,791	9,066,145	22,581	99	2,927,308	1,	12	5,051,478	30	1,900,000,000	1876
11,037	9,243,243	22,609	99	2,901,948	1,	13	4,921,249	31	1,960,000,000	1877
11,221	9,533,493	26,751	98	3,040,716	1,	18	5,120,820	32	2,020,000,000	1878
11,285	9,949,243	27,899	99	3,218,320	1,	19	5,558,259	33	2,080,000,000	1879
11,789	10,473,147	34,749	99	3,630,506	1,	16	6,098,442	34	2,140,000,000	1880
11,975	10,808,093	33,922	99	3,696,453	1,	13	6,236,671	35	2,200,000,000	1881
12,309	12,690,326	57,095	99	3,777,092	1,	16	6,054,313	36	2,260,000,000	1882
12,444	11,560,326	46,527	99	3,981,014	1,	16	6,332,173	37	2,320,000,000	1883
12,631	11,706,439	55,203	99	4,026,919	1,	16	6,376,469	38	2,380,000,000	1884
12,752	12,007,340	63,169	99	4,107,102	1,	19	6,466,560	39	2,440,000,000	1885
12,879	12,580,345	74,891	99	4,197,165	1,	16	6,848,128	40	2,500,000,000	1886
12,997	12,715,766	84,957	99	4,318,871	1,	18	6,710,317	41	2,560,000,000	1887
13,129	13,184,914	98,701	99	4,458,590	1,	15	7,144,198	42	2,620,000,000	1888
13,274	13,800,152	106,130	99	4,589,236	1,	10	7,421,552	43	2,680,000,000	1889
13,433	15,110,494	122,728	99	4,789,323	1,	32	7,913,755	44	2,740,000,000	1890
13,519	15,007,468	151,904	99	4,957,251	1,	14	8,200,540	45	2,800,000,000	1891
13,613	15,645,543	151,561	99	5,075,492	1,	11	8,317,875	46	2,860,000,000	1892
13,686	15,867,425	176,519	99	5,205,287	1,	18	8,337,046	47	2,920,000,000	1893
13,744	16,355,842	212,702	99	5,264,354	1,	19	8,440,428	48	2,980,000,000	1894
13,775	16,790,073	252,972	99	5,315,157	1,	17	8,401,768	49	3,040,000,000	1895
13,836	16,908,076	300,795	99	5,417,663	1,	13	8,531,489	50	3,100,000,000	1896
13,861	17,655,992	334,300	98	5,606,933	1,	12	9,028,918	51	3,160,000,000	1897
13,922	18,223,749	453,554	99	5,747,330	1,	16	9,321,652	52	3,220,000,000	1898

## CONDENSED COMPARISON FOR LAST FIVE YEARS.

ITEMS COMPARED.	1897.	1898.	1899.	1900.	1901.
Number of ungraded schools.....	12,578	12,578	12,616	12,615	12,623
Rooms in graded schools.....	5,184	5,381	5,561	5,766	5,875
Whole number of schoolrooms....	17,762	17,959	18,177	18,381	18,498
Average number of days taught...	162	162	158	160	160
Number of schoolhouses.....	13,744	13,775	13,836	13,861	13,922
Value of schoolhouses. ....	\$ 16,355,842	\$ 16,790,063	\$ 16,908,076	\$ 17,655,992	\$ 18,223,749
Schoolhouses built during the year	241	237	271	240	233
Schoolhouses with flags. ....	5,505	5,752	6,021	5,147	6,475
Enumeration between 5 and 21....	727,694	727,456	727,575	731,154	735,159
Number enrolled in school.....	546,836	548,852	554,992	566,223	562,662
Average daily attendance. ....	347,620	370,845	364,409	373,474	373,547
Av. No. enrolled to each teacher..	30	28	30	29	29
Average monthly tuition, per pupil \$	1.87	1.77	1.86	1.96	1.98
Male teachers employed.....	5,824	5,855	5,577	4,948	4,757
Female teachers employed.....	22,208	22,839	22,860	23,841	24,083
Total different teachers employed.	28,032	28,694	28,437	28,789	28,845
Average monthly wages, males... \$	37.01	37.10	38.31	40.20	41.53
Average monthly wages, females..	31.45	31.45	30.30	30.24	30.68
Teachers necessary to supply all schools.....	18,093	18,387	18,605	18,906	18,984
Schools teaching effects of stimulants .....	17,384	17,699	17,760	17,510	17,438
Teachers enrolled in normal institutes .....	22,238	20,784	20,454	19,544	19,231
Expended for normal institutes .. \$	61,579	59,908	60,717	58,675	59,004
Average yearly salaries of county superintendents .....	1,215	1,222	1,212	1,222	1,242
Paid for teachers' salaries. ....	5,264,354	5,315,157	5,417,663	5,606,932	5,747,339
For all other purposes. ....	3,176,074	3,136,340	3,873,995	3,421,986	3,574,313
Total amount expended. ....	8,440,428	8,451,497	9,291,658	9,028,918	9,321,652

### CHART SHOWING AMOUNT PAID TEACHERS IN THE STATE OF IOWA FOR TWENTY YEARS.

1880	_____	\$ 2,901,948
1881	_____	3,040,715
1882	_____	3,218,320
1883	_____	3,630,516
1884	_____	3,696,453
1885	_____	3,777,091
1886	_____	3,901,033
1887	_____	4,026,916
1888	_____	4,107,108
1889	_____	4,197,165
1890	_____	4,318,870
1891	_____	4,458,590
1892	_____	4,589,323
1893	_____	4,789,323
1894	_____	4,957,251
1895	_____	5,075,492
1896	_____	5,205,287
1897	_____	5,264,353
1898	_____	5,315,157
1899	_____	5,417,663
1900	_____	5,606,932
1901	_____	5,747,339

### CHART SHOWING TOTAL EXPENDITURES FOR PUBLIC SCHOOLS IN THE STATE OF IOWA FOR TWENTY YEARS.

1880	_____	\$ 4,921,249
1881	_____	5,129,818
1882	_____	5,558,259
1883	_____	6,098,443
1884	_____	6,236,970
1885	_____	6,054,133
1886	_____	6,332,173
1887	_____	6,376,470
1888	_____	6,406,568
1889	_____	6,748,129
1890	_____	6,810,317
1891	_____	7,144,199
1892	_____	7,421,552
1893	_____	7,913,375
1894	_____	8,260,540
1895	_____	8,317,875
1896	_____	8,271,530
1897	_____	8,440,428
1898	_____	8,451,497
1899	_____	9,291,658
1900	_____	9,028,918
1901	_____	9,321,652













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# STATISTICS.

1900.

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## ABSTRACT [A]—

SCHOOL

COUNTIES.	DISTRICTS.			SCHOOLS.			TEACHERS.		
	School townships.	Independent districts.	Number of sub-districts.	Ungraded.	Rooms in graded.	A. V. ungraded in months.		A. V. monthly compensation.	
								Males.	Females.
Adair.....	15	15	127	123		8.1	267	29 65	29 65
Adams.....	9	22	75	102		8.1	219	23 22	23 22
Allamakee.....	9	70	53	116		7.2	215	25 25	25 25
Appanoose.....	12	24	95	122		8.9	212	22 17	22 17
Audubon.....	12	8	106	105		8.4	196	23 23	23 24
Benton.....	10	100	82	171		8.4	285	27 60	29 66
Black Hawk.....	10	65	78	142		8.2	206	22 22	22 10
Boone.....	11	57	93	144		7.8	204	22 01	27 22
Bremer.....	6	63	46	101		7.4	199	27 15	27 05
Buchanan.....	9	63	77	121		8.1	264	28 52	27 42
Buena Vista.....	15	11	127	120		8.1	261	25 20	20 22
Butler.....	11	46	97	120		8.2	252	21 11	27 17
Calhoun.....	16	7	125	124		8.2	277	25 02	22 65
Carroll.....	12	27	119	126		7.9	206	22 22	21 22
Cass.....	15	17	120	140		8.6	272	25 22	24 12
Cedar.....	12	44	100	122		8.1	256	22 54	24 12
Cerro Gordo.....	12	29	104	121		8.1	247	20 20	20 17
Cherokee.....	15	15	126	124		8.0	275	25 22	22 24
Chickasaw.....	6	62	52	111		8.0	202	22 47	27 10
Clarke.....	9	22	77	101		7.2	196	24 65	25 22
Clay.....	16	4	126	126		8.0	229	22 40	22 22
Clayton.....	17	27	147	162		8.0	262	21 06	22 52
Clinton.....	17	26	124	152		8.2	224	22 22	21 22
Crawford.....	20	7	167	166		8.1	202	22 22	22 27
Dallas.....	12	22	115	140		8.4	202	22 02	22 02
Davis.....	6	67	27	92		6.7	120	20 02	25 12
Decatur.....	9	54	67	112		7.2	121	22 22	22 22
Delaware.....	14	25	110	122		8.2	150	20 62	22 52
Des Moines.....	4	62	22	62		8.0	214	22 22	20 00
Dickinson.....	12	7	75	77		7.6	122	24 22	22 22
Dubuque.....	10	62	62	122		8.7	256	22 50	22 01
Emmet.....	1	6	27	74		7.2	21	21 12	21 27
Fayette.....	12	22	102	172		7.2	262	22 02	22 22
Floyd.....	11	16	102	112		8.5	217	22 52	22 27
Franklin.....	12	22	102	127		7.2	222	22 22	22 22
Fremont.....	11	19	100	112		8.2	212	22 22	24 67
Greene.....	14	15	122	127		8.1	201	20 02	22 22
Grundy.....	10	41	85	120		8.2	122	27 22	20 22
Guthrie.....	15	15	124	122		8.2	257	20 22	20 22
Hamilton.....	15	27	112	124		8.0	202	20 20	27 24
Hancock.....	16	7	122	122		8.0	162	22 22	24 22
Hardin.....	8	65	72	122		7.2	244	22 00	21 27
Harrison.....	16	22	115	142		8.2	229	22 22	22 22
Henry.....	4	72	22	22		7.5	212	27 54	22 22
Howard.....	11	11	22	22		7.2	192	22 50	27 22
Humboldt.....	10	12	22	102		7.2	201	22 02	21 22
Ia.....	12	5	22	22		8.1	200	20 22	25 22
Iowa.....	10	65	72	122		7.2	222	27 12	22 52
Jackson.....	14	45	107	142		8.2	214	22 12	22 22
Jasper.....	17	20	122	172		7.9	222	22 17	21 00

**REPORTS FOR 1900.**

**STATISTICS.**



## ABSTRACT [A]—

## SCHOOL

COUNTIES.	DISTRICTS.	SCHOOLS.			TEACHERS.			
		Rooms in graded	Av. duration in months.		Number employed.		Av. monthly compensation.	
					Males.	Females.	Males.	Females.
Jefferson.....		98	83	7.7	50	167	\$ 34.43	\$ 27.13
Johnson.....		52	64	7.3	34	319	34.86	27.01
Jones.....		26	57	8.0	23	241	44.88	26.25
Keokuk.....		32	71	7.6	32	215	36.15	23.34
Kossuth.....		60	49	8.0	73	342	39.32	23.34
Lee.....		65	105	7.1	43	238	39.75	26.38
Linn.....		67	108	8.0	71	439	41.63	26.06
Louisa.....		35	28	8.2	50	151	42.63	26.57
Lucas.....		23	34	7.6	25	179	39.09	22.28
Lyon.....		22	37	8.4	55	189	37.96	23.09
Madison.....		31	33	7.5	50	259	36.56	23.01
Mahaska.....		38	38	8.2	70	234	35.78	23.96
Marion.....		43	50	7.5	46	251	31.71	27.71
Marshall.....		38	98	8.0	51	221	45.12	25.79
Mills.....		90	44	8.6	34	125	44.10	34.77
Mitchell.....		30	46	7.9	36	151	49.43	30.01
Monona.....		42	35	8.2	25	230	42.56	26.09
Monroe.....		91	34	7.5	35	148	35.00	25.34
Montgomery.....		63	57	7.8	44	206	42.42	22.91
Muscatine.....		36	76	8.5	37	218	43.43	31.39
O'Brien.....		53	52	8.2	42	237	44.57	23.17
Osceola.....		90	15	7.7	33	139	43.07	34.30
Page.....		23	65	8.0	57	141	43.53	34.11
Palo Alto.....		20	40	7.3	34	194	39.44	21.04
Plymouth.....		69	47	8.5	41	273	44.03	22.14
Pocahontas.....		24	39	7.6	46	237	40.15	30.94
Polk.....		32	235	7.8	102	632	44.31	22.58
Pottawattamie.....		25	154	8.7	79	418	45.21	23.44
Poweshiek.....		34	46	8.1	35	254	41.11	22.01
Ringgold.....		23	38	8.2	60	221	33.37	27.71
Sac.....		31	38	8.4	36	237	45.50	21.05
Scott.....		61	153	9.0	31	233	51.48	27.05
Shelby.....		23	42	8.5	77	243	40.00	24.26
Sioux.....		72	67	8.8	64	176	41.21	34.39
Story.....		23	62	7.7	69	205	41.45	21.25
Tama.....		63	59	7.7	77	308	39.30	26.26
Taylor.....		18	49	8.1	60	266	39.23	21.05
Union.....		65	59	8.0	37	232	39.72	29.08
Van Buren.....		12	37	7.4	49	194	26.97	26.71
Wapello.....		67	112	8.1	49	265	39.23	21.26
Warren.....		22	39	7.5	36	133	34.44	26.99
Washington.....		27	50	7.9	46	174	37.19	27.33
Wayne.....		17	33	7.2	23	191	26.16	26.49
Webster.....		73	63	7.5	45	243	26.42	26.26
Winnebago.....		64	23	7.2	22	127	41.41	29.08
Winneshiek.....		25	44	7.2	53	224	36.23	25.43
Woodbury.....		75	197	8.4	70	473	42.54	22.23
Worth.....		67	19	7.4	41	111	34.02	20.12
Wright.....		23	59	8.0	44	200	42.06	22.08
Total.....	1	15	6766	*8.0	4943	22921	*340.20	*230.24

\*Average.

REPORTS FOR 1900—CONTINUED.  
STATISTICS.

## ABSTRACT [B]—REPORTS FOR 1900.

## SCHOOL FINANCES

COUNTIES.	TEACHERS' FUND.						
	DEBIT.			Total debit or credit.	CREDIT.		
	On hand at last report.	Received from district tax.				Paid for other purposes.	On hand.
Adair.....	18042 28	36878 80	8472 78	1173 12	64506 96	43706 87	20873 25
Adams.....	18042 19	21556 20	3754 44	577 96	63739 69	39823 50	19926 75
Allamakee.....	15226 78	31180 08	5182 18	519 84	59128 84	34948 78	16985 00
Appanoose.....	20600 40	37349 12	8419 84	308 49	66872 75	45544 22	21115 24
Audubon.....	16541 36	25697 55	4092 75	681 24	57012 88	38751 00	28059 96
Benton.....	42440 03	57289 90	19188 50	920 04	119808 47	67411 54	52821 48
Black Hawk.....	31048 53	69551 36	12497 71	985 18	115082 78	80880 80	34672 98
Boone.....	28247 62	11000 00	8230 52	784 20	99178 30	60669 10	38274 10
Bremer.....	18557 08	26081 67	1000 11	1052 01	62100 88	33116 03	18986 85
Buchanan.....	25066 10	45622 09	6342 90	963 24	80064 33	53496 02	28456 07
Buena Vista.....	30197 27	42061 84	6310 28	1111 11	79882 67	50080 66	29802 11
Butler.....	34062 61	45942 76	7279 66	1686 21	86277 08	50417 24	37860 43
Calhoun.....	20618 76	43290 59	6838 27	1944 70	81707 32	52421 10	29186 24
Carroll.....	28539 95	45103 98	7218 50	672 88	81829 31	55672 65	26112 11
Cass.....	35045 19	56583 79	9031 21	1086 96	102277 15	69748 66	35428 73
Cedar.....	33776 26	45440 61	6880 85	2129 73	90236 46	55453 78	34782 68
Cerro Gordo.....	30328 22	51027 30	7904 63	126 18	87018 23	50831 21	36187 02
Cherokee.....	29711 08	47646 24	7584 00	887 77	85329 09	54095 40	31152 45
Chickasaw.....	18546 37	31606 80	4366 76	859 46	55376 41	38274 16	16862 12
Clarke.....	13787 42	20848 89	5472 84	608 94	40163 09	27912 76	12184 57
Clay.....	26456 44	34619 51	4573 59	428 09	66276 93	37741 41	28461 39
Clayton.....	26468 60	48898 03	8574 17	1248 82	65180 84	58326 99	25619 13
Clinton.....	43200 39	98347 74	16408 88	1507 72	154464 73	107544 56	46820 57
Crawford.....	40687 65	52187 77	8967 76	1711 80	108404 48	61600 00	41736 48
Dallas.....	33154 63	55350 05	8094 41	1824 93	87111 11	67543 14	20568 79
Davis.....	7688 23	17239 16	6387 08	187 30	31381 68	20087 89	7126 08
Decatur.....	18009 89	25753 17	8615 80	1785 09	54388 86	35453 27	18936 59
Delaware.....	22855 38	37000 00	7358 19	485 19	67207 77	44738 22	19465 21
Des Moines.....	18798 24	79948 80	12728 27	810 90	112397 81	80847 98	35076 25
Dickinson.....	11233 09	21908 59	3574 17	379 74	36479 59	35008 60	11286 26
Dubuque.....	15087 48	83909 99	10667 20	670 90	122305 67	103904 09	18547 77
Emmet.....	14212 53	24354 54	3134 24	96 00	41707 11	26339 45	15361 86
Fayette.....	31347 86	50908 34	10813 05	1055 78	94118 03	58111 87	34715 43
Floyd.....	17980 58	37531 39	8002 17	919 32	61412 48	44236 05	19259 61
Franklin.....	25681 42	38954 20	5925 04	511 69	71072 35	48127 90	27819 11
Fremont.....	26361 98	48523 15	7765 10	2207 21	82967 44	54881 87	27889 73
Greene.....	26822 15	41480 01	6087 93	972 73	75263 82	48554 50	26709 44
Grundy.....	37989 67	34699 60	6563 82	1162 28	70415 23	43069 13	27368 92
Guthrie.....	25059 05	47419 66	7431 84	542 88	81458 93	52071 01	28386 92
Hamilton.....	30429 96	11400 00	8326 80	1650 96	81780 99	49185 94	31594 05
Hancock.....	21130 22	46323 46	4205 82	406 24	71085 84	45145 18	25379 66
Hardin.....	40784 97	54423 51	6713 15	1688 18	108678 76	62875 44	45803 32
Harrison.....	43995 79	53964 95	9113 46	1781 86	108611 00	83106 24	40662 72
Henry.....	19207 76	32207 26	7367 53	614 24	59396 80	38190 25	20763 55
Howard.....	12980 82	30375 08	5226 52	1047 13	49728 55	32923 98	16466 20
Humboldt.....	28944 31	38518 04	3684 07	1158 23	65294 74	36226 23	28977 54
Ida.....	16228 88	37081 95	3894 82	1814 12	59019 79	42785 24	15230 19
Iowa.....	11447 12	44447 10	7311 35	4159 61	61447 10	51264 26	2018 48
Jackson.....	30666 80	47521 45	8008 07	5021 09	91387 34	69068 86	22318 79
Jasper.....	35610 20	58985 00	8076 68	1775 88	104688 78	64331 43	37389 44

ABSTRACT [B]—REPORTS FOR 1900—CONTINUED.

SCHOOL FINANCES.

COUNTIES.	TEACHERS' FUND.							
	DEBIT.				Total debit or credit.	CREDIT.		
	On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.		Paid teachers.	Paid for other purposes.	On hand.
Jefferson .....	\$ 16428 83	\$ 24959 86	\$ 7105 66	\$ 943 84	\$ 49433 69	\$ 32356 95	\$ 192 42	\$ 16883 22
Johnson .....	22845 13	53366 28	11245 50	1573 59	80030 50	62325 45	1316 58	26388 47
Jones .....	30749 26	41763 68	9798 56	1568 95	83882 45	52594 39	947 90	30340 16
Keokuk.....	38806 44	40763 42	7052 48	2323 59	88945 93	54087 89	590 81	29327 23
Kossuth .....	31979 64	64540 85	7472 92	1292 31	105286 72	71447 15	881 18	33017 89
Lee .....	14816 44	55662 36	13125 00	10394 78	94008 58	79824 12	141 53	14042 96
Linn .....	42169 30	111430 22	18700 09	3392 92	175692 53	133231 89	1154 41	41306 23
Louisa .....	15248 57	27543 58	6190 37	1161 21	50143 73	32512 26	152 10	17479 37
Lucas .....	15342 38	23207 27	5408 00	777 13	44784 78	31008 07	191 45	12534 86
Lyon .....	27620 88	40441 23	5931 57	2196 82	76190 00	47236 14	1554 03	27390 83
Madison .....	22998 99	32906 70	6422 13	591 01	63928 83	40990 56	339 27	22599 00
Mahaska .....	36244 06	55037 94	10329 81	1169 23	103781 09	70960 62	432 63	31337 84
Marion .....	30527 60	37811 05	8549 70	1045 16	77932 90	48245 75	723 44	28963 71
Marshall .....	42558 77	65655 35	8959 50	1980 89	119154 51	85560 42	123 20	33475 89
Mills .....	33581 48	30891 24	6747 40	1240 66	72461 18	42628 98	805 50	29016 70
Mitchell.....	19761 05	30921 56	5171 66	1164 27	57018 54	39026 92	363 25	17619 37
Monona .....	28128 38	42899 00	6311 00	1491 21	78829 59	49353 27	594 29	28882 08
Monroe .....	15870 78	21758 14	4882 81	662 98	43174 71	23686 83	1867 31	12620 57
Montgomery ..	22900 87	41522 22	7290 43	1430 60	73153 12	50788 22	507 66	21857 24
Muscatine .....	23629 69	53015 13	10109 20	1021 85	87775 37	66311 48	120 02	21343 87
O'Brien.....	23714 64	50254 05	6300 28	1375 98	81644 95	57146 26	161 03	24337 66
Osceola .....	16050 87	27027 10	1830 50	666 63	45575 10	23854 40	159 00	16561 70
Page .....	30856 90	49916 76	8606 34	2357 59	91237 59	61785 73	806 57	23645 30
Palo Alto .....	19487 36	34635 03	4862 67	1939 21	60924 27	40095 97	1197 46	19630 84
Plymouth .....	33190 47	56708 61	9141 44	1084 13	101124 65	64737 48	265 67	35121 50
Pocahontas .....	25574 49	37938 69	5139 72	858 33	69511 23	42300 45	17 19	27233 59
Polk .....	35874 61	182269 97	24354 88	9779 87	302283 33	216017 07	2151 00	74116 26
Pottawattamie ..	66107 47	123429 69	18194 69	8039 03	215710 87	155472 43	296 51	59941 93
Poweshiek.....	34009 75	48460 31	9442 77	1555 68	93468 51	58681 41	102 28	34684 82
Ringgold .....	17823 78	33502 63	5645 91	1073 29	58045 61	39163 31	321 84	18560 46
Sac .....	37846 48	39455 74	7126 66	1121 87	84560 75	47703 08	1396 49	35461 18
Scott .....	41461 78	114790 51	20892 60	2142 76	179287 65	133394 80	719 55	45173 30
Shelby .....	33145 91	48708 73	6330 47	1106 09	89291 20	56409 51	266 08	32615 61
Stoux .....	34263 25	73104 51	8830 95	3268 20	120056 91	76108 25	382 96	43565 79
Story .....	27127 07	48750 42	8590 53	1644 53	86112 55	57039 18	42 27	29031 10
Tama .....	31852 99	54882 23	10302 84	1535 60	98573 66	65326 37	798 02	32449 27
Taylor .....	17512 63	44412 29	11260 61	1129 87	74315 45	48732 83	139 80	25442 82
Union .....	22039 64	44328 35	6645 10	1698 78	74701 87	49153 97	339 15	25153 75
Van Buren .....	24067 67	26609 86	7112 22	1654 20	59442 95	34330 58	324 61	24288 76
Wapello .....	19474 94	73544 53	8693 68	948 16	102661 31	84984 26	17 22	17659 83
Warren .....	32417 89	31834 32	8405 26	757 14	73414 61	41871 46	256 56	31266 59
Washington.....	26544 66	37596 73	9267 81	1149 67	74558 87	47363 41	436 27	26759 19
Wayne .....	22476 16	27356 47	6630 68	1393 00	57856 31	37840 93	1312 22	18703 16
Webster .....	23627 55	54974 71	11167 89	904 50	95674 65	65447 69	312 88	29914 08
Winnebago .....	17553 10	25670 11	4299 08	546 48	48038 77	30557 08	673 56	16808 13
Winneshiek .....	22604 38	34488 47	9660 37	393 86	67147 08	42860 32	20 10	24266 66
Woodbury .....	67206 44	118929 10	15607 43	39757 97	241500 94	145143 71	47356 11	49001 12
Worth .....	18751 77	19744 99	4268 28	350 30	38115 34	24609 55	130 05	13375 74
Wright .....	38695 18	48024 26	4697 42	882 49	92299 35	53606 75	332 88	38359 72
Totals .....	2719465 89	4715506 75	816581 22	187205 91	8438759 76	5606932 59	94848 06	2736979 11

## ABSTRACT [B]—

## SCHOOL

COUNTY.	SCHOOLHOUSE FUND.									
	DEBIT.					CREDIT.				
	Total debit or credit.					Paid for library books.				
										On hand.
Adair.....	183 08	2255 08	1285 58	2794 27	1287 08	661 34	.....	.....	394 41	861 25
Adams.....	1851 76	2220 02	84 23	4045 11	234 18	1282 17	.....	.....	885 73	2220 02
Allamakee.....	1008 56	2098 52	516 20	5517 88	1886 91	2280 17	18 26	.....	98 86	712 67
Appanoose.....	1586 81	9428 80	2542 81	12638 82	2106 49	1112 71	.....	.....	2248 00	1261 82
Audubon.....	2427 08	1028 17	1853 00	6124 25	908 00	426 54	.....	.....	1288 88	8427 61
Benton.....	2122 68	7412 85	7064 24	17810 71	2016 11	2882 08	.....	.....	422 88	2086 26
Black Hawk.....	1288 38	12114 73	20280 18	42687 38	14797 80	9424 18	.....	.....	746 26	12788 38
Boone.....	4026 98	10486 22	908 22	15447 48	6577 37	1112 71	128 40	.....	1278 77	2673 31
Bremer.....	899 86	2672 91	464 48	5086 08	787 78	1890 94	.....	.....	1191 57	1187 17
Buchanan.....	1171 88	8724 20	274 08	10180 27	888 20	6048 88	.....	.....	1221 53	1288 88
Buena Vista.....	4168 58	2471 37	2248 42	21670 27	2722 22	16071 00	.....	.....	105 40	2248 42
Butler.....	2028 40	6478 34	812 80	11111 11	2076 20	2858 55	.....	.....	1228 82	2212 88
Calhoun.....	2224 78	6494 71	348 00	10072 50	4728 22	1843 85	.....	.....	1222 88	152 26
Carroll.....	2222 69	2222 67	25 00	8841 28	228 80	1280 25	.....	.....	228 80	2211 26
Cass.....	2427 20	8554 85	48 08	11071 27	1084 70	4970 27	.....	.....	1288 80	2227 20
Cedar.....	1707 03	5826 02	1012 88	7943 94	1112 71	1919 82	.....	.....	672 20	1792 88
Cerro Gordo.....	2173 17	9888 40	112 07	12917 44	8043 19	2156 71	14 26	.....	228 88	2410 52
Cherokee.....	2204 06	7221 00	1548 21	11728 26	2090 26	5880 80	.....	.....	422 88	1281 22
Chickasaw.....	1667 12	2005 08	1112 12	8227 12	979 28	1876 70	.....	.....	2253 20	2425 75
Clarke.....	1874 25	2411 20	484 22	8720 97	414 00	2426 12	.....	.....	257 84	2273 21
Clay.....	2206 79	6890 86	4420 57	14518 82	6501 20	2276 57	.....	.....	971 74	2273 21
Clayton.....	1871 24	4879 10	911 02	7261 26	2672 50	1754 27	.....	.....	567 80	1282 21
Clinton.....	849 26	12208 54	17258 22	25205 20	12072 92	14080 51	.....	.....	1220 20	7258 22
Crawford.....	22758 74	2251 89	2204 42	22206 85	22022 62	2228 72	1227 85	.....	1421 84	1421 21
Dallas.....	2208 80	7561 55	7794 98	18225 23	7190 47	4858 26	.....	.....	542 22	6254 77
David.....	407 78	1278 28	821 25	2404 28	1146 20	228 41	.....	.....	24 81	821 25
Decatur.....	2006 56	2212 86	574 70	7794 24	2021 57	2222 11	128 17	.....	647 19	1281 28
Delaware.....	2547 82	4421 24	22 88	8172 22	1128 20	4040 45	.....	.....	22 19	2227 42
Des Moines.....	1225 86	9070 21	5420 87	11221 04	.....	14220 82	.....	.....	104 89	1221 81
Dickinson.....	2228 27	2450 22	40 91	7420 10	2228 41	778 78	.....	.....	1144 28	2212 28
Dubuque.....	1010 54	12128 78	7172 01	21575 21	1220 78	17714 44	.....	.....	822 24	1943 85
Emmet.....	2206 22	5027 79	8270 00	14576 12	6412 22	4440 81	.....	.....	222 22	2222 80
Fayette.....	2222 22	6022 22	14427 22	2222 22	10514 22	1767 79	.....	.....	222 88	1227 80
Floyd.....	4747 88	7222 22	50521 22	62221 77	2222 22	2222 22	.....	.....	422 88	422 17
Franklin.....	2210 50	2211 07	522 22	2222 22	1221 02	2121 81	.....	.....	1222 88	2212 10
Fremont.....	622 75	2222 07	2222 17	4422 22	1422 18	1222 22	.....	.....	822 25	1122 22
Greene.....	2220 94	2210 26	170 27	7512 27	1122 22	2227 56	.....	.....	722 88	1212 22
Grundy.....	1041 22	2214 22	840 21	5512 22	1247 21	2222 22	.....	.....	1204 22	427 22
Guthrie.....	2417 46	7410 18	2211 22	12222 42	824 24	2777 94	.....	.....	222 81	2272 22
Hamilton.....	2422 88	7722 67	85 22	10222 71	1422 84	2122 25	.....	.....	1227 24	4222 22
Hancock.....	2155 22	7222 42	2221 11	18122 42	6222 72	2122 24	.....	.....	2222 18	2222 22
Hardie.....	2250 27	10222 22	8271 04	22222 22	10221 02	7222 22	.....	.....	1224 02	2222 22
Harrison.....	2722 24	2222 57	5421 22	18222 22	5774 72	7212 72	.....	.....	1221 22	2227 22
Henry.....	2452 92	4222 94	1142 25	7221 12	2022 22	2014 42	.....	.....	222 18	1472 25
Howard.....	1622 96	4450 25	142 42	6222 81	1674 44	2224 42	.....	.....	472 42	1024 22
Humboldt.....	2222 12	2227 27	2541 56	2541 50	4224 08	2122 82	.....	.....	472 25	1727 24
Ia.....	544 58	11240 22	2121 71	14217 27	2222 08	2221 24	.....	.....	2221 84	2227 88
Iowa.....	6200 41	2222 22	111 94	11022 81	1724 22	2227 77	.....	.....	222 18	4771 22
Jackson.....	2212 04	2222 80	7022 88	18508 46	2222 24	2222 80	2 08	.....	772 22	2721 78
Jasper.....	1821 25	10222 13	2164 20	14100 93	7272 00	4708 78	.....	.....	1022 22	1122 22
Jefferson.....	1422 88	4422 88	124 88	6022 24	1022 42	2022 72	.....	.....	222 22	1222 74
Johnson.....	2200 85	2222 82	22125 02	102224 50	4422 08	2222 42	.....	.....	542 22	2222 22
Jones.....	4222 11	2251 05	522 00	7272 16	1522 96	4174 42	.....	.....	222 12	1227 42
Keokuk.....	2222 42	2222 44	21421 22	21422 22	12222 42	2222 88	.....	.....	222 02	2272 88
Kossuth.....	2227 86	12022 98	2221 20	22274 79	2227 22	4222 88	.....	.....	2422 79	2222 12

## REPORTS FOR 1900—CONTINUED.

## FINANCES.

## CONTINGENT FUND.

DEBIT.			Total debit or credit.	CREDIT.							
On hand at last report.	Received from district tax.	Received from other sources.		Paid for fuel, rent, repairs, insurance and janitors.	Paid secretaries and treasurers.	Paid for records and apparatus.	Paid for library books and dictionaries.	Paid for free text-books.			
6188 08	12008 20	789 90	13541 34	9757 45	1346 01	194 73	82 85	.....	1104 78	658 00	8606 28
8780 46	8778 98	1078 00	10646 47	6811 66	1058 81	888 24	78 80	.....	1088 08	914 41	8014 15
8088 14	8080 68	1088 04	18668 46	6844 72	1087 08	254 27	81 78	254 28	1851 28	1004 11	4826 96
6088 56	16008 58	888 20	18668 58	10884 01	1102 77	111 11	78 08	.....	988 77	848 82	8108 69
2887 84	10018 26	1251 96	11241 10	9788 27	988 27	326 08	14 00	125 88	881 16	1046 44	6978 80
10138 31	15308 10	888 15	21334 78	18818 25	1846 81	318 50	338 72	88 27	1447 86	1107 71	9078 24
9808 45	20228 40	1107 17	27438 12	20315 98	1846 78	111 41	347 47	15 80	1878 48	4267 80	8830 71
6784 84	20687 24	1501 78	29108 21	18638 21	1838 46	161 71	257 50	28 97	1485 24	2494 18	8848 70
4221 86	9501 68	1088 84	15461 02	7725 31	1100 47	.....	120 34	41 80	1080 26	1080 12	2800 74
6488 15	13847 05	8884 08	21548 82	11566 01	1368 61	458 88	168 20	.....	1908 81	1288 26	4728 85
12815 43	14078 34	1578 28	29368 05	14100 08	1188 58	667 17	17 28	.....	2065 00	1244 84	10111 29
15474 73	919 08	23681 28	10087 51	1587 54	1148 14	111 40	.....	.....	1186 47	1826 86	9195 20
8788 52	16380 18	1612 43	23688 09	1588 95	411 41	218 12	588 94	2580 00	1056 16	5074 26	
16888 65	16858 02	1778 20	28680 97	12982 75	1581 70	534 81	88 78	77 82	2088 45	458 13	1104 11
9408 94	16822 41	2808 70	29088 03	14988 88	1082 84	800 88	808 81	8 50	1987 88	1888 74	8612 24
1087 71	1107 11	1287 10	26300 95	10480 18	1638 48	201 04	318 85	8 88	1488 81	2688 29	9067 42
9887 88	20194 05	918 22	31048 76	12878 03	1638 78	853 23	178 89	288 41	1728 04	3188 56	10657 78
10370 50	17880 31	778 94	29078 91	12847 80	1511 21	238 68	378 25	.....	2062 96	571 86	11077 11
8888 26	10758 73	1728 89	18810 98	8881 23	1058 27	578 86	87 80	28 88	1508 87	1107 71	4708 26
4888 88	7838 82	1318 86	12814 26	8234 14	1058 81	88 18	.....	.....	278 48	841 78	8378 46
7854 29	11858 93	1817 28	21498 51	9270 72	1167 50	418 94	75 50	20 00	2014 83	1548 26	8881 75
7858 95	13838 73	2828 28	20111 97	11448 83	1102 77	277 07	11 01	88 08	1708 48	2880 81	8687 22
8885 70	23810 61	2308 25	43748 86	1111 88	2818 16	858 64	271 30	488 28	2616 08	8678 16	11077 11
10707 71	19088 98	7878 43	27088 12	17788 14	1888 74	2821 26	25 00	.....	1178 01	8088 29	8888 22
8880 28	18058 61	1788 78	29871 85	15180 29	1740 95	451 09	128 81	888 43	1244 98	1508 39	8878 71
2708 15	4838 77	288 16	8407 08	4451 86	908 87	8 45	48 98	.....	548 55	488 76	2268 07
2828 22	10774 71	611 80	14515 88	8888 20	1177 87	107 01	80 45	50 88	1088 23	2088 90	2594 19
4418 15	12840 31	1001 78	18380 14	9088 66	1194 25	128 02	218 80	.....	701 11	1678 89	5362 78
2848 07	24748 24	1548 82	29228 28	17881 71	1384 83	887 78	121 80	288 88	2046 12	4226 81	2204 68
8134 28	5477 05	984 22	10325 53	8458 64	888 70	167 64	218 41	.....	246 80	1107 71	2618 65
8818 98	42382 27	817 71	58888 00	27023 68	2720 00	478 28	158 77	.....	6317 08	7088 17	8368 88
4840 08	8487 28	614 20	14881 54	6078 63	728 14	158 08	161 45	.....	1118 28	4444 66	1678 20
8115 09	17848 98	1888 57	27844 64	18178 88	1601 07	468 87	187 08	1 88	718 27	2854 26	7882 28
4045 17	14588 28	4188 10	29788 65	12877 16	948 53	454 25	108 81	.....	1888 70	4288 68	2881 88
7888 08	12258 44	784 14	21948 50	2281 01	1528 88	175 51	104 20	.....	988 08	1088 71	8815 91
6487 77	15087 18	1408 88	11688 90	11688 90	1851 67	418 80	208 48	10 05	688 84	1548 18	7128 90
7088 27	10884 84	1088 53	25944 64	10881 78	1381 21	84 84	28 12	151 79	2577 88	2763 15	7851 43
4181 88	18888 81	1248 18	19708 88	10105 87	1128 25	228 13	40 70	.....	638 27	1961 51	11077 11
8780 07	17881 80	888 97	26781 14	18174 72	1178 53	211 24	114 20	28 84	1484 49	1664 49	8084 21
5014 28	18888 28	1883 65	23878 21	9348 58	1885 40	1748 23	177 85	28 44	2408 58	1107 71	8270 08
12113 53	14388 19	1088 94	28101 65	12788 02	1161 67	261 21	214 44	648 81	2727 23	1818 15	8844 68
8808 40	17141 54	5041 30	31121 58	14535 08	1631 59	288 74	164 70	82 45	2150 57	2188 94	11077 11
9438 62	21094 08	318 88	30452 81	13384 44	1438 69	408 68	111 71	428 19	1107 71	2854 24	9604 77
4388 21	11423 93	1028 98	16782 06	8870 21	1246 97	70 61	28 20	22 84	1661 26	1188 92	2645 81
8088 98	11218 81	1728 55	18038 85	7435 51	758 27	51 90	17 85	.....	278 28	2888 42	8212 50
8887 87	10921 70	494 94	17974 31	7088 19	900 65	230 90	112 85	100 84	783 94	2104 48	8588 48
4488 05	11788 17	8887 87	22463 07	11202 21	1140 74	288 68	20 00	.....	790 05	8678 42	2848 91
6280 94	18718 28	1878 75	21816 28	9673 27	1630 01	415 13	818 17	2 15	1044 69	1107 71	7548 22
9180 22	17828 81	1888 26	28708 28	11180 75	1111 97	578 57	188 84	116 08	1914 78	2887 29	9288 08
7800 00	19780 20	1747 68	28417 81	12822 46	1265 23	181 52	.....	.....	2328 24	1818 78	8887 40
1118 11	8728 86	647 16	11491 82	6087 58	978 50	50 10	78 00	.....	750 24	1228 23	1287 47
8280 94	18108 08	207 60	27319 50	19884 01	1435 85	483 20	248 18	488 00	2781 97	1954 31	8856 08
8348 80	12850 51	1608 84	28300 85	10758 28	1383 88	144 23	270 01	.....	1885 97	1827 02	11077 11
8888 14	14857 20	2888 28	24779 28	11167 57	1777 77	276 25	28 85	217 41	1288 27	2726 28	8808 58
11748 76	28411 84	2888 28	27948 84	18288 71	2151 26	281 20	280 87	.....	1175 61	2888 28	11188 68

## ABSTRACT [B]—

SCHOOL

COUNTY.	SCHOOLHOUSE FUND							
	DEBIT.			Total debit or credit	CREDIT.			
	On hand at last report	Received from district tax.	Received from other sources		Paid for school-houses and sites.	Paid on bonds and interest.	Paid for library books.	Paid for other purposes
Lee. ....	106 27	\$16100 40	\$ 30098 51	\$ 1162 43	\$35414 77	.....	6 84	12 84
Linn. ....	180 44	50623 01	11111 77	26497 77	54991 35	.....	563 81	2086 94
Louisa. ....	148 91	2000 00	7828 28	5053 67	881 83	.....	1289 30	827 79
Lucas. ....	108 74	32125 04	39814 21	19200 41	788 09	.....	889 63	12055 11
Lyon. ....	153 57	1042 09	23515 16	2563 12	10500 36	\$ 15 47	111 11	2204 76
Madison. ....	108 85	2513 02	9627 82	4557 44	44 68	.....	26 92	2086 80
Mahaska. ....	106 77	3724 65	15170 77	10 10	2018 98	459 12	2123 13	1886 54
Marion. ....	199 35	5678 30	20719 59	7638 13	8418 85	.....	74 78	4595 06
Marshall. ....	187 22	4572 53	26518 03	1100 11	5124 22	.....	2275 29	1922 21
Mills. ....	174 83	518 80	7087 71	742 81	3650 90	4 22	946 02	2242 86
Mitchell. ....	148 75	2280 14	7743 19	9092 00	2052 12	.....	1207 11	2182 86
Monona. ....	140 00	21457 80	15312 88	752 84	.....	.....	1057 22	15142 12
Monroe. ....	111 11	6100 40	11841 37	2530 06	3072 07	.....	879 84	5358 98
Montgomery. ....	192 65	2735 45	11729 88	2980 87	5347 57	.....	542 29	1808 12
Muscatine. ....	199 04	60 42	10622 43	69 95	3142 50	.....	5211 27	2178 43
O'Brien. ....	151 79	6677 30	21841 19	10002 69	3148 50	.....	1201 08	6285 61
Osceola. ....	118 78	1247 26	7108 55	2804 98	918 38	.....	177 17	2887 12
Page. ....	150 08	98 06	7926 77	1674 65	2995 97	39 40	1262 38	1872 77
Palo Alto. ....	175 90	23563 77	83405 21	27873 63	3458 97	.....	925 25	2647 48
Plymouth. ....	108 00	269 50	13997 01	107 11	4566 76	.....	1444 42	5168 51
Pocahontas. ....	100 85	1665 19	10031 58	45 28	1298 90	.....	515 24	2508 91
Polk. ....	198 06	15098 10	71323 40	18383 09	.....	.....	5003 06	27625 61
Pottawattamia. ....	181 60	723 29	100121 89	5526 35	18842 50	.....	5697 68	78852 49
Poweshiek. ....	173 43	401 71	21515 65	15339 09	2108 67	.....	877 67	3225 12
Ringgold. ....	164 25	2466 24	12462 71	2021 88	5844 79	71 50	637 91	2086 62
Sac. ....	103 80	16749 79	28475 65	21687 07	3944 65	.....	1091 61	2727 28
Scott. ....	146 78	11146 94	61396 13	43412 47	2272 25	.....	14230 12	5222 29
Shelby. ....	146 84	629 45	15751 43	8182 88	.....	.....	492 76	2101 25
Sioux. ....	105 02	2918 22	17740 48	8381 20	6578 38	.....	2275 91	5739 24
Story. ....	95 21	8912 56	21086 02	14038 70	1191 07	.....	2122 28	2746 89
Tama. ....	159 33	767 15	11037 55	1098 76	3949 92	.....	1748 83	4265 83
Taylor. ....	156 80	1435 01	6606 59	2315 03	1817 57	.....	404 25	1529 67
Union. ....	197 74	1617 16	3635 12	3996 18	1263 24	.....	224 22	2996 28
Van Buren. ....	169 61	16541 63	23049 64	12914 35	3632 87	37 80	1379 75	5078 27
Wapello. ....	142 98	1210 41	24500 41	11 01	20877 18	.....	485 65	2456 69
Warren. ....	151 54	722 50	10935 89	1916 21	3406 20	.....	422 89	5173 39
Washington. ....	151 83	17991 70	25416 82	16146 96	5116 41	72 20	706 52	2062 72
Wayne. ....	139 71	12324 23	23682 22	6595 90	7938 06	.....	1683 91	7545 45
Webster. ....	148 52	789 89	15104 61	5811 23	2912 90	.....	2876 89	2462 49
Winnebago. ....	159 24	293 22	6721 62	2696 78	3228 50	.....	210 22	598 02
Winneeshiek. ....	168 76	4725 02	16992 51	11 11	7590 12	.....	776 63	2168 78
Woodbury. ....	185 84	53999 68	69710 41	7024 26	15807 29	.....	22755 67	44122 19
Worth. ....	187 57	.....	9895 87	6078 21	1066 98	.....	100 52	2647 88
Wright. ....	179 70	292 10	15612 04	2393 61	7155 68	.....	2221 20	2962 55
Totals. ....	150 14	69468 26	1933015 53	664141 22	538896 18	2297 08	159851 09	578224 25



## REPORTS FOR 1900—CONTINUED.

## FINANCES.

## CONTINGENT FUND.

DEBIT			Total debit or credit.	CREDIT.							
On hand at last report.	Received from district tax.	Received from other sources.		Paid for fuel, rent, repairs, insurance and janitors.	Paid secretaries and treasurers.	Paid for records and apparatus.	Paid for library books and dictionaries.	Paid for free text-books.	Paid for general supplies.	Paid for other purposes.	On hand.
\$ 3569 71	\$ 25574 07	\$ 426 64	\$ 29570 42	\$ 18051 55	\$ 1578 41	\$ 261 75	\$ 239 81	\$ 84 81	\$ 2193 43	\$ 3497 18	\$ 3694 48
7777 75	41696 49	3638 81	53103 55	32525 46	3663 15	639 88	438 43	207 06	5543 17	3798 24	6387 67
4177 28	7999 95	1053 11	13230 34	6272 20	853 85	145 51	77 68	26 35	543 90	1321 26	3984 59
3819 79	8390 75	1284 23	13494 77	7747 52	1057 73	191 82	27 75	28 19	685 21	630 84	3125 71
8416 45	15023 91	939 11	24379 47	11449 62	1620 75	293 37	19 65	27 42	1595 38	1183 17	8190 11
6175 59	14553 78	978 46	21707 83	10163 42	1158 78	32 10	298 99	...	1811 85	1183 18	7059 51
7184 42	21511 01	647 38	29348 81	15514 89	1627 16	421 49	...	107 84	1303 20	2831 27	7537 46
4638 29	15056 72	5279 30	24974 31	10457 40	1653 78	512 96	120 22	656 47	774 65	5826 69	4972 04
9004 27	27688 10	2863 74	40156 11	17820 81	1521 74	881 39	64 15	940 42	4216 43	602 15	8689 08
4626 65	12596 80	2435 72	19938 17	9138 36	1536 69	580 49	15 90	15 01	1828 62	1890 43	4954 67
4604 85	11097 61	2391 17	18598 63	10872 24	947 41	110 46	42 54	...	1125 99	1173 25	4319 74
5294 24	12985 65	2294 38	20574 27	10355 65	978 90	82 85	201 05	4 15	2446 26	525 18	5980 23
3399 63	7064 25	511 29	10973 17	5642 10	976 98	866 02	44 50	24 82	439 73	753 47	3727 54
5060 10	15672 99	3755 18	24488 27	14530 75	1015 18	251 04	64 50	...	2461 19	2076 66	4088 95
11972 05	19000 89	2296 84	33269 78	18984 77	1565 75	626 37	194 70	2938 33	1593 70	923 17	6442 69
3434 39	17353 33	4307 08	25094 80	12425 15	1402 60	548 88	139 75	3 24	3009 19	1696 72	5899 27
4512 59	7301 59	1180 70	12994 88	5536 93	852 00	256 42	7 00	116 15	621 42	1755 11	3949 85
5739 62	16334 04	2513 18	24686 84	12598 48	1856 24	471 59	70 70	406 16	1253 50	3590 66	4489 63
6225 69	9724 96	2498 90	18459 55	9500 44	1008 34	459 03	257 22	180 67	601 08	2583 78	3873 93
11707 83	17272 70	992 86	29973 39	13883 41	2362 50	143 97	183 98	...	897 64	2837 26	9794 63
7452 15	10915 34	2120 02	20487 51	11415 11	1220 13	473 18	329 60	...	1102 68	490 25	5356 56
16908 79	77137 85	9947 55	108994 19	65118 31	8514 27	1471 59	330 53	4525 26	4673 57	14501 48	9859 18
12129 99	44807 48	11546 31	68483 78	32071 13	2317 53	1500 80	1712 29	774 84	5691 44	5814 91	18600 84
8616 20	17668 53	1870 78	23155 51	13432 06	1073 23	102 18	269 15	87 96	2986 31	1668 84	8520 76
6368 97	12271 88	786 12	19421 97	8970 08	1144 90	682 87	39 00	507 99	603 22	1325 48	6148 43
9099 91	12365 45	800 91	23996 27	10221 76	1136 14	215 59	76 57	70 35	924 19	2877 30	7574 37
7919 45	44722 25	8943 23	61583 93	32702 72	2616 66	397 19	177 78	1 60	5996 51	12005 68	7686 79
7681 66	13467 04	2118 07	23261 77	11144 37	1597 72	122 53	473 15	...	1908 34	1266 14	6749 52
10589 51	24064 55	2087 17	36741 23	16766 85	2272 42	382 32	146 61	138 54	2479 04	3950 28	10605 17
8349 28	14827 84	1353 63	25090 75	11711 86	1412 12	297 76	190 46	8 00	2096 94	2608 57	6564 04
10414 54	19023 85	1673 38	31111 77	12094 12	2131 51	1102 60	142 69	761 71	2238 00	3123 35	10518 79
4129 54	15825 15	905 03	20859 72	10695 30	1508 06	835 61	145 08	...	1101 69	1828 85	4745 13
5613 31	16203 67	2463 90	24262 88	12519 33	1183 49	96 05	34 50	...	2315 30	3478 35	4155 36
4697 94	8357 08	545 37	13600 39	6313 37	1009 23	192 54	22 95	4 00	553 82	980 56	4573 92
4091 47	20256 58	1156 06	26204 11	9610 37	1178 09	438 68	110 25	16 70	4761 14	5976 71	4112 17
5908 51	12163 01	1494 29	19655 81	3354 11	1361 28	60 63	104 54	5 00	1834 79	1469 69	6465 72
5972 92	14790 75	795 69	21559 36	10443 00	1322 85	220 45	142 00	72 15	559 18	2341 55	6418 18
4489 66	8897 41	3990 18	17377 25	7977 00	988 77	389 17	94	...	1188 80	3909 66	2923 91
6835 05	19303 29	1739 89	27878 23	16413 15	1567 59	689 79	504 88	33 91	1102 99	959 18	6306 74
2759 86	10991 78	2370 47	16122 11	8365 99	899 00	1325 22	375 67	517 07	958 01	1933 18	1746 97
5676 98	12581 76	1815 53	19574 27	10552 18	1220 83	616 69	125 12	107 95	816 68	1132 27	5502 55
18711 11	39127 48	29007 50	86846 09	40396 97	2133 44	136 55	437 84	325 08	6509 00	30164 78	6742 43
6888 22	5514 36	148 48	12051 06	6731 91	449 58	373 02	20 95	...	232 72	859 10	3383 78
7595 89	18822 54	2925 43	29343 86	15269 86	1110 13	553 98	310 20	...	1784 49	1768 74	8546 46
708941 07	1675388 91	234340 19	2617970 17	1232340 35	142387 61	43305 06	16705 36	23219 04	182251 40	279230 14	648522 21



## ABSTRACT [C]—

## EXAMINATION

COUNTIES.	1st grade certifi- cates issued.		2d grade certifi- cates issued.		3d grade certifi- cates issued.		Special certifi- cates issued.		Kind'g'rta certifi- cates issued.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Adair .....	7	29	18	71	19	136	.....	.....	.....	.....
Adams.....	14	30	30	106	.....	.....	.....	2	.....	.....
Allamakee .....	5	6	9	48	53	165	1	.....	.....	.....
Appanoose.....	10	10	55	104	18	98	.....	20	.....	.....
Audubon .....	7	23	15	47	18	98	.....	1	.....	.....
Benton ...	9	31	31	173	2	3	.....	1	.....	.....
Black Hawk...	4	19	35	170	2	6	1	4	.....	.....
Boone.....	8	21	22	82	22	169	1	2	.....	.....
Bremer.....	2	25	8	106	.....	.....	.....	.....	.....	.....
Buchanan.....	1	.....	13	71	18	96	.....	6	.....	14
Buena Vista.....	5	27	13	122	.....	.....	.....	.....	.....	.....
Butler.....	3	23	21	140	.....	.....	.....	4	.....	.....
Calhoun .....	8	41	18	98	5	66	.....	1	.....	.....
Carroll...	13	63	26	116	.....	.....	1	.....	.....	.....
Cass .....	5	26	17	103	30	140	.....	.....	.....	.....
Cedar.....	10	35	15	105	.....	4	.....	1	.....	.....
Cerro Gordo..	10	13	14	132	11	61	2	11	.....	.....
Cherokee.....	8	29	26	118	7	58	.....	.....	.....	.....
Chickasaw .....	6	21	14	68	5	117	.....	1	.....	.....
Clarke.....	3	17	15	56	14	92	.....	.....	.....	.....
Clay .....	10	26	26	121	8	39	.....	1	.....	.....
Clayton.....	6	22	20	119	16	68	5	7	.....	.....
Clinton.....	6	20	15	162	12	141	1	6	.....	.....
Crawford.....	15	34	22	156	12	85	.....	.....	.....	3
Dallas.....	5	23	30	101	37	104	.....	.....	.....	.....
Davis.....	7	8	32	57	26	58	.....	1	.....	.....
Decatur.....	7	17	24	68	17	77	.....	.....	.....	.....
Delaware.....	4	26	15	142	.....	.....	.....	.....	.....	.....
Des Moines.....	4	13	6	65	11	95	8	7	.....	7
Dickinson .....	.....	3	14	94	.....	11	.....	.....	.....	.....
Dubuque.....	1	2	12	110	3	133	3	3	.....	7
Emmet.....	2	10	8	51	3	34	.....	2	.....	.....
Fayette .....	1	19	14	156	3	39	6	17	.....	.....
Floyd .....	2	26	10	103	.....	.....	.....	.....	.....	.....
Franklin .....	6	27	16	93	10	70	2	.....	.....	.....
Fremont.....	9	13	15	90	22	101	.....	.....	.....	.....
Greene .....	6	4	14	83	20	125	.....	3	.....	.....
Grundy .....	2	10	10	55	37	117	.....	.....	.....	.....
Guthrie.....	9	31	17	92	22	72	.....	.....	.....	.....
Hamilton .....	4	8	4	48	32	195	2	5	.....	3
Hancock.....	7	19	37	215	.....	.....	.....	.....	.....	.....
Hardin.....	7	11	11	82	14	104	.....	6	.....	.....
Harrison.....	12	59	14	166	.....	.....	2	2	.....	.....
Henry ..	7	20	37	175	.....	.....	.....	1	.....	.....
Howard .....	5	18	14	110	11	70	6	12	.....	.....
Humboldt .....	2	13	12	79	9	57	.....	.....	.....	.....
Ida .....	3	20	3	49	4	36	.....	.....	.....	.....
Iowa.....	18	33	24	104	11	53	.....	.....	.....	.....
Jackson.....	4	18	7	112	6	80	.....	.....	.....	.....
Jasper.....	7	24	39	213	.....	.....	.....	.....	.....	.....

## REPORTS FOR 1900.

## OF TEACHERS.

Total number issued.		Applicants rejected.		Applicants examined.		Different persons licensed.		Av. age of applicants		No experience in teaching.		Taught less than one year.		Holding at'te certificates or diplomas.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
39	236	3	23	33	239	37	185	28	22	7	25	7	25	3	3
44	128	5	91	49	239	38	127	22	20	3	10	4	21	0	0
67	319	6	12	73	333	69	221	21	20	10	50	8	44	2	2
88	220	...	10	68	240	73	131	26	23	9	22	20	44	1	1
40	168	1	52	41	230	35	128	26	21	2	23	7	46	2	1
42	199	4	53	33	252	37	125	25	22	4	23	8	28	7	12
42	199	15	99	37	291	41	127	23	21	15	26	9	23	21	65
53	274	8	30	61	304	51	232	28	22	2	12	2	33	1	22
33	121	1	8	11	129	7	110	29	24	2	42	2	43	4	1
23	127	15	66	47	253	23	165	25	23	4	25	6	26	6	12
18	149	4	41	22	190	10	143	21	22	4	26	4	21	2	2
24	172	5	45	29	217	21	155	23	22	5	18	4	15	10	11
31	206	1	33	23	222	24	156	25	22	2	40	15	66	2	10
40	179	5	36	45	215	28	122	23	21	2	16	3	20	7	6
59	269	5	45	57	314	44	213	24	20	5	24	4	60	10	17
25	145	4	72	29	218	25	127	24	22	6	22	6	30	8	6
27	217	7	49	44	263	32	190	20	23	5	23	4	25	4	7
41	205	5	61	46	263	31	167	25	24	8	14	4	11	4	17
25	207	3	17	23	224	25	207	23	21	3	16	4	23	2	6
22	165	5	48	37	208	22	131	23	22	3	16	5	18	2	4
44	167	4	35	48	222	25	150	23	20	10	11	11	50	2	7
47	216	22	57	69	273	26	163	22	21	10	22	3	25	2	2
34	229	2	75	36	404	34	212	20	24	5	65	4	23	5	14
49	277	2	30	51	307	39	238	25	22	11	42	12	30	6	2
72	273	2	11	74	242	61	193	25	23	15	23	20	44	9	13
63	124	6	17	73	141	60	97	24	22	19	17	5	15	2	1
48	100	1	41	49	201	44	125	27	25	10	22	2	25	1	1
19	163	4	23	22	196	15	140	24	20	3	27	7	40	1	1
29	127	1	6	20	193	29	120	23	27	4	23	5	21	10	2
14	109	...	10	14	113	14	103	20	19	1	16	1	27	3	7
19	255	1	37	20	262	17	218	25	24	0	24	0	8	6	7
12	97	...	11	12	108	12	87	26	22	2	23	3	23	4	6
24	221	1	60	25	291	24	231	25	24	3	27	7	22	2	4
12	129	8	47	15	176	10	98	24	24	2	0	0	19	5	12
24	190	9	37	43	227	26	127	23	23	9	22	10	24	2	9
45	204	22	41	68	242	41	154	22	22	8	18	12	31	5	7
40	215	6	127	52	252	37	176	24	21	6	23	4	25	5	9
40	122	9	12	57	194	40	144	24	23	12	20	6	41	7	9
45	196	...	2	43	197	23	177	23	21	2	27	12	45	7	7
22	250	10	28	62	287	34	151	23	24	3	19	0	16	3	6
44	224	0	21	50	299	48	161	24	21	6	22	10	22	1	6
23	202	2	47	25	250	30	142	29	22	4	20	5	55	5	14
22	227	...	22	22	242	15	197	26	20	4	51	6	60	5	9
44	190	2	43	45	239	41	170	25	22	9	44	9	24	5	2
26	210	12	30	43	220	26	210	23	21	5	20	7	22	2	7
29	122	2	23	25	157	22	129	24	22	1	19	9	18	2	5
10	103	4	16	11	121	23	94	24	22	2	8	4	14	4	4
52	120	3	22	61	222	43	179	24	22	4	20	12	26	5	6
17	219	1	12	16	222	17	202	21	24	2	47	2	61	6	4
45	227	27	122	72	305	20	212	22	22	7	46	10	29	4	9

## ABSTRACT [C]—

## EXAMINATION

COUNTIES.	1st grade certifi- cates issued.		2d grade certifi- cates issued.		3d grade certifi- cates issued.		Special certifi- cates issued.		Kind's gr'n certifi- cates issued.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Jefferson.....	4	7	21	60	15	120	.....	1	.....	.....
Johnson.....	7	67	44	256	.....	.....	.....	.....	.....	.....
Jones.....	5	23	27	190	.....	.....	.....	1	.....	.....
Keokuk.....	15	21	51	206	.....	.....	.....	2	.....	.....
Kossuth.....	14	28	80	176	.....	.....	.....	3	.....	.....
Lee.....	3	6	23	197	4	8	2	5	.....	.....
Linn.....	5	3	15	140	24	186	1	2	.....	.....
Louisa.....	5	28	12	70	31	60	.....	1	.....	.....
Lucas.....	1	17	20	187	.....	.....	.....	.....	.....	.....
Lyon.....	13	32	25	85	4	28	2	3	.....	4
Madison.....	4	15	13	183	17	85	.....	.....	.....	.....
Mahaska.....	3	7	24	94	23	161	.....	.....	.....	3
Marion.....	4	2	12	75	26	122	.....	.....	.....	.....
Marshall.....	2	16	55	266	.....	.....	3	45	.....	.....
Mills.....	3	20	11	56	18	75	1	1	.....	1
Mitchell.....	1	9	27	197	.....	.....	.....	1	.....	.....
Monona.....	8	20	16	147	6	54	.....	.....	.....	.....
Monroe.....	6	8	10	43	9	119	.....	.....	.....	.....
Montgomery.....	3	33	20	101	11	58	.....	3	.....	.....
Muscatine.....	5	11	6	19	11	120	.....	.....	.....	.....
O'Brien.....	.....	33	18	109	1	4	.....	6	.....	.....
Osceola.....	.....	6	10	33	22	91	.....	4	.....	1
Page.....	8	12	25	100	15	94	1	3	.....	.....
Palo Alto.....	.....	6	16	78	14	113	.....	.....	.....	.....
Plymouth.....	11	42	25	157	2	27	.....	.....	.....	.....
Pocahontas.....	10	41	19	86	9	45	2	6	.....	5
Polk.....	3	22	42	244	.....	.....	17	226	.....	21
Pottawattamie.....	8	109	25	236	.....	.....	3	11	.....	11
Poweshiek.....	13	28	22	85	17	93	3	5	.....	3
Ringgold.....	6	10	20	55	17	112	.....	1	.....	.....
Sac.....	6	25	22	102	8	107	.....	.....	.....	2
Scott.....	9	4	31	205	.....	.....	7	20	.....	.....
Shelby.....	18	23	59	149	1	5	.....	7	.....	.....
Sioux.....	21	45	27	122	21	87	.....	.....	.....	.....
Story.....	4	17	50	168	2	24	.....	2	.....	.....
Tama.....	14	38	31	167	12	78	.....	.....	.....	.....
Taylor.....	19	45	28	116	.....	.....	.....	.....	.....	.....
Union.....	8	57	10	124	5	58	2	1	.....	4
Van Buren.....	4	16	34	183	11	48	.....	.....	.....	.....
Wapello.....	3	17	19	181	9	97	1	8	.....	.....
Warren.....	9	7	16	61	19	140	.....	.....	.....	.....
Washington.....	6	23	28	180	.....	.....	.....	.....	.....	.....
Wayne.....	6	9	40	88	33	109	.....	.....	.....	.....
Webster.....	6	22	13	130	24	149	1	.....	.....	.....
Winnebago.....	6	17	19	63	9	44	.....	2	.....	.....
Winneshiek.....	8	5	34	131	16	61	.....	5	.....	.....
Woodbury.....	17	83	17	201	.....	.....	7	.....	.....	.....
Worth.....	4	15	22	72	.....	.....	.....	.....	.....	.....
Wright.....	7	34	9	63	26	105	.....	.....	.....	.....
Totals..	674	2243	2125	11703	1061	6167	94	502	.....	88

\*Average.

REPORTS OF 1900—CONTINUED.  
OF TEACHERS.

## ABSTRACT [D].

VISITATION OF SCHOOLS, APPEALS, ETC., 1902.

ABSTRACT [D]—CONTINUED.

VISITATION OF SCHOOLS, APPEALS, ETC., 1900.

COUNTIES.	VISITATION OF SCHOOLS.		EDUCATIONAL MEETINGS.			AP-PEALS	COMPEN-SATION OF CO. SUPT.	COLLEGES AND PRIVATE SCHOOLS			
	Schools visited by county su-perintendent.	Visits made dur-ing the year.	County associa-tion.	Township meet-ings held.	Educa-tional meetings held.	Cases decided by county super-intendent.	Received for offi-cial services from Oct. 1, 1899, to Oct. 1, 1900.	Number.	Tea-chers em-ploy-d.	Students attend-ing.	Number of grad-uates.
Jefferson.....	80	82	Y.s.	No...	2	...	1188	3	26	408	13
Jr hanson.....	117	117	Yes..	Yes..	23	...	1200	2	103	1629	260
Jones.....	90	91	Yes..	No...	...	...	1146	..	...	...	...
Keokuk.....	157	225	Yes.	Yes..	8	1	1252	...	...	...	...
Kossuth.....	81	96	No...	Yes..	8	...	1258	8	9	189	...
Lee.....	62	72	No...	Yes..	2	1	1236	4	18	482	21
Linn.....	60	65	Yes.	No...	4	1	1252	6	76	1719	94
Louisa.....	51	69	Yes.	Yes..	9	...	1244	...	...	...	...
Lucas.....	41	98	Yes..	No...	4	...	1092	...	...	...	...
Lyon.....	108	111	Yes..	No...	16	...	1244	...	...	...	...
Madison.....	123	134	Yes..	Yes..	9	...	1252	1	2	30	8
Mahaska.....	8	10	No...	Yes..	19	...	1248	2	15	413	30
Marion.....	96	96	Yes.	Yes..	11	1	1249	1	12	285	2
Marshall.....	96	104	Yes.	No...	6	2	1252	...	...	...	...
Mills.....	92	147	Yes..	No...	14	...	1237	...	...	...	...
Mitchell.....	94	98	Yes..	No...	8	...	1183	2	14	330	33
Monona.....	147	190	Yes..	Yes..	8	...	1248	1	6	110	1
Monroe.....	80	80	Yes..	No...	2	...	1220	...	...	...	...
Montgomery.....	90	120	No...	Yes..	20	...	1246	...	...	...	...
Muscatine.....	42	47	Yes.	Yes..	3	2	1248	1	9	111	8
O'Brien.....	144	231	Yes.	No...	9	1	1216	1	2	96	16
Osceola.....	106	193	Yes..	No...	8	1	1172	5	7	206	18
Page.....	195	300	Yes..	No...	18	2	1240	1	10	217	15
Palo Alto.....	158	336	Yes..	Yes..	33	...	1216	2	10	407	6
Plymouth.....	184	197	Yes..	No...	9	2	1268	5	19	785	7
Pocahontas.....	107	107	Yes..	No...	9	1	1248	...	...	...	...
Polk.....	260	260	Yes..	Yes..	12	...	1500	13	192	6918	646
Pottawattamie.....	82	88	No...	No...	72	3	1240	4	22	715	13
Poweshiek.....	67	72	No...	No...	33	1	1228	1	33	468	67
Ringgold.....	86	86	Yes..	No...	16	...	1240	...	...	...	...
Sac.....	121	123	Yes..	Yes..	9	...	1244	1	7	147	2
Scott.....	108	112	Yes..	No...	1	...	1476	13	71	1642	31
Shelby.....	40	50	Yes.	Yes..	9	1	1246	2	5	175	...
Sioux.....	103	127	Yes..	Yes..	59	...	1373	7	27	1013	33
Story.....	175	175	Yes..	Yes..	31	1	1200	1	62	985	71
Tama.....	35	42	Yes.	No...	3	...	1220	4	22	472	20
Taylor.....	150	150	Yes..	Yes..	10	...	1252	...	...	...	...
Union.....	122	335	Yes..	Yes..	10	1	1252	1	4	240	...
Van Buren.....	45	48	Yes..	Yes.	2	1	1240	...	...	...	...
Wapello.....	15	15	No...	Yes.	2	...	1248	3	10	663	52
Warren.....	95	100	Yes.	No...	7	...	1232	2	24	580	23
Washington...	100	106	Yes..	Yes..	1	1	1252	4	9	85	7
Wayne.....	83	103	Yes..	No...	8	...	1244	...	...	...	...
Webster.....	117	126	Y.s.	No...	8	...	1248	4	18	732	36
Winnebago.....	93	198	Yes..	No...	2	...	1200	...	...	...	...
Winneshiek.....	55	55	No...	No...	4	1	1228	6	41	1316	66
Woodbury.....	150	170	Yes.	No...	9	...	1400	9	49	1402	3
Worth.....	95	220	Y.s.	Yes..	20	2	1240	...	...	...	...
Wright.....	32	32	Yes.	No...	8	...	861	...	...	...	...
Totals.....	9912	12343	.....	.....	1123	43	1222	250	1655	43012	2363

## ABSTRACT [D]—CONTINUED.

## SUMMARY OF SUPERINTENDENTS' WORK, 1900.

COUNTIES.	Schoolrooms.	Separate visits to schools.	Teachers necessary.	Applicants examined.	Certificates granted.	COUNTIES.	Schoolrooms.	Separate visits to schools.	Teachers necessary.	Applicants examined.	Certificates granted.
Adair.....	167	100	168	811	275	Jones .....	183	91	184	238	245
Adams .....	137	101	137	278	182	Keokuk.....	203	225	305	468	285
Allamakee.....	154	142	155	305	246	Kossuth.....	258	96	200	332	251
Appanoose.....	185	61	195	323	313	Lee.....	210	72	221	251	248
Audubon .....	126	28	126	261	208	Linn .....	265	65	275	425	276
Benton .....	231	300	236	298	241	Louisa.....	113	69	116	229	207
Black Hawk .....	227	174	240	348	241	Lucas .....	126	98	126	262	225
Boone .....	213	52	224	365	227	Lyon.....	159	111	158	243	196
Bremer.....	135	185	130	150	141	Madison.....	164	124	167	301	257
Buchanan.....	189	102	189	300	219	Mahaska .....	226	10	229	262	215
Buena Vista.....	179	220	184	212	167	Marion.....	192	96	198	282	241
Butler.....	181	109	183	246	196	Marshall .....	226	104	236	465	337
Calhoun.....	179	175	184	254	237	Mills .....	134	147	137	214	186
Carroll.....	183	17	188	260	219	Mitchell.....	136	98	139	263	225
Cass .....	199	50	201	371	321	Monona.....	177	190	185	263	251
Cedar .....	175	89	183	247	170	Monroe.....	125	80	126	252	195
Cerro Gordo.....	196	92	200	310	254	Montgomery.....	160	120	161	299	229
Cherokee .....	175	214	180	312	246	Muscatine.....	162	47	179	205	172
Chickasaw .....	148	153	153	252	232	O'Brien.....	185	281	188	199	181
Clarke.....	126	65	128	245	197	Osceola .....	106	193	107	190	179
Clay .....	152	165	156	270	231	Page.....	187	300	187	342	252
Clayton .....	226	139	224	342	263	Palo Alto.....	160	335	161	281	227
Clinton.....	294	75	308	440	363	Plymouth.....	216	197	216	310	254
Crawford .....	214	55	218	358	326	Pocahontas .....	163	107	167	263	225
Dallas .....	214	120	212	317	300	Polk .....	428	200	425	743	580
Davis .....	123	72	123	214	189	Pottawattamie .....	339	88	400	453	408
Decatur .....	156	63	159	250	208	Poweshiek.....	180	72	184	303	239
Delaware.....	165	150	167	319	187	Ringgold .....	161	86	163	240	221
Des Moines.....	213	75	213	283	226	Sac.....	169	128	175	345	272
Dickinson.....	96	192	98	132	122	S'ott.....	254	112	260	346	236
Dubuque .....	258	104	233	312	274	Shelby .....	175	50	179	222	222
Emmet.....	95	104	98	121	110	Stonx .....	239	127	239	403	323
Fayette.....	240	151	243	316	255	Story.....	195	175	195	400	267
Floyd .....	162	102	162	191	141	Tama .....	227	42	243	431	340
Franklin .....	168	123	169	270	224	Taylor.....	167	150	167	271	208
Fremont.....	164	212	163	313	250	Union.....	164	335	171	223	209
Greene.....	172	180	178	398	255	Van Buren .....	150	48	150	253	246
Grundy.....	148	171	152	251	231	Wapello .....	220	15	225	277	235
Guthrie.....	191	100	193	245	243	Warren .....	171	100	175	297	222
Hamilton.....	178	104	181	339	301	Washington.....	177	105	178	325	257
Hancock.....	158	171	162	309	278	Wayne.....	155	103	162	222	225
Hardin .....	204	120	204	285	235	Webster.....	240	123	240	410	245
Harrison.....	207	90	210	277	265	Winnebago.....	116	198	121	180	169
Henry .....	137	52	147	265	240	Winneshiek.....	179	55	182	268	200
Howard.....	123	150	129	338	246	Woodbury .....	372	170	382	368	285
Humboldt.....	140	136	140	212	172	Worth .....	106	220	107	130	113
Ida .....	129	258	136	135	115	Wright.....	136	22	190	264	243
Iowa .....	178	104	178	283	243	Totals .....	18391	12342	18906	29571	24957
Jackson .....	196	74	203	246	227						
Jasper .....	240	38	238	438	283						
Jefferson .....	123	82	125	267	238						
Johnson .....	216	117	220	452	374						

## ABSTRACT [D]—CONTINUED.

## SUMMARY CONDITION OF SCHOOLHOUSES, 1900.

:



ABSTRACT [E]—

TEACHERS\*

COUNTIES.	WHERE HELD.	SESSIONS.			TEACHERS IN ATTENDANCE.			
		Commencing.	Ont'g weeks.	Number daily	Males.	Females.	Total.	Graduates.
Adair.....	Greenfield.....	August 6	2	2	32	194	226	8
Adams.....	Corning.....	July 30	2	2	9	151	160	...
Allamakee.....	Waukon.....	July 23	4	2	31	173	204	...
Appanoose.....	Centerville.....	August 13	2	2	61	187	248	...
Audubon.....	Audubon.....	August 6	2	2	15	129	144	...
Benton.....	Vinton.....	August 6	2	2	43	221	264	...
Black Hawk.....	Waterloo.....	August 13	2	2	11	171	182	...
Boone.....	Boone.....	July 9	2	2	23	202	224	...
Bremer.....	Waverly.....	July 9	2	2	5	117	122	...
Buchanan.....	Independence.....	March 19†	4	2	33	208	241	...
Buena Vista.....	Storm Lake.....	July 31	2	2	8	169	177	...
Butler.....	Alison.....	August 6	2	2	28	151	179	...
Calhoun.....	Rockwell City.....	August 13	1	2	18	135	153	...
Carroll.....	Carroll.....	August 13	2	2	31	153	184	11
Cass.....	Atlantic.....	August 6	2	1	22	214	236	...
Cedar.....	Tipton.....	June 18	2	2	14	148	162	6
*Cerro Gordo.....	.....	.....	.....	.....	.....	.....	.....	...
Cherokee.....	Cherokee.....	June 18	2	2	36	245	281	...
Chickasaw.....	New Hampton.....	July 1	2	2	8	108	116	12
Clarke.....	Osceola.....	August 13	2	1	22	136	158	5
Clay.....	Spencer.....	August 13	2	2	19	154	173	...
Clayton.....	Elkader.....	August 6	2	2	47	230	277	...
Clinton.....	Clinton.....	June 25	1	1	20	315	335	...
Crawford.....	Denison.....	August 1	2	2	29	212	241	...
Dallas.....	Perry and Dexter.....	July 27	2	2	29	180	219	...
Davis.....	Bloomfield.....	August 13	2	2	58	111	169	6
Decatur.....	Leon.....	June 18	2	1	28	141	169	8
Delaware.....	Manchester.....	July 9	2	2	17	173	190	...
Des Moines.....	Burlington.....	August 13	1	2	23	157	180	...
Dickinson.....	Spirit Lake.....	August 6	2	2	4	112	116	...
Dubuque.....	Dubuque.....	August 13	2	1	9	241	250	...
Emmet.....	Estherville.....	August 13	2	2	4	96	100	...
Fayette.....	West Union.....	July 9	2	2	20	204	224	...
Floyd.....	Charles City.....	August 6	2	2	7	156	163	...
Franklin.....	Hampton.....	July 30	2	2	23	146	169	...
Fremont.....	Sidney.....	July 9	2	2	29	156	184	...
Greene.....	Jefferson.....	July 16	2	2	20	188	202	16
Grundy.....	Reinbeck.....	July 9	2	2	29	154	193	...
Guthrie.....	Guthrie Center.....	August 20	2	2	24	149	183	...
Hamilton.....	Webster City.....	August 13	2	2	31	172	193	...
Hancock.....	Britt.....	July 16	2	2	21	121	142	...
Hardin.....	Edora.....	July 30	2	2	19	196	214	...
Harrison.....	Logan.....	June 25	2	2	11	179	190	...
Henry.....	Mt. Pleasant.....	August 13	2	2	22	156	178	...
Howard.....	Oresco.....	March 26‡	6	2	29	155	185	...
Humboldt.....	Humboldt.....	July 30	2	2	8	115	123	...
Ida.....	Ida Grove.....	July 30	2	2	15	105	120	...
Iowa.....	Marengo.....	July 3	2	2	29	187	216	...
Jackson.....	Bellevue.....	June 18	2	2	7	124	121	...

\*None held. ‡And July 9. §And July 16.

REPORTS FOR 1900.

NORMAL INSTITUTES.

INSTITUTE FUND.								
RECEIPTS.						EXPENDITURES.		
On hand at last re- port.	Examina- tion fees.	Registra- tion fees.	State appro- priation.	County ap- propria- tion and sundries	Total.	Instruction and lec- tures	Incidentals.	Unexpended.
\$ 47 43	\$ 347	\$ 236	\$ 50	\$ 72 57	\$ 743 0	\$ 638 50	\$ 104 50	\$ .....
76 89	822	160	50	50	608 89	608 00	.....	89
322 53	816	204	50	.....	893 53	577 60	52 65	262 28
1 18	848	248	50	....	612 18	510 00	80 25	51 98
46 60	290	144	50	830 50	861 10	753 10	84 20	23 80
76 81	328	264	50	.....	719 81	570 00	102 25	46 56
596 09	371	182	50	.....	1199 09	590 00	73 90	535 19
67 18	394	224	50	.....	735 18	672 40	....	62 78
92 11	177	122	50	.....	441 11	418 00	17 00	6 11
123 94	301	241	50	.....	725 94	520 00	11 20	194 74
65 45	244	177	50	.....	536 45	410 00	96 18	30 27
287 02	277	179	50	.....	793 02	567 00	66 65	159 37
85 18	303	153	50	1 00	592 18	387 15	77 30	127 73
117 69	336	184	50	.....	687 69	595 00	93 50	19
3 62	402	236	50	.....	691 62	551 00	126 62	4 00
12 28	292	162	50	200 00	716 28	480 00	40 00	196 28
271 34	333	.....	50	8 00	663 34	324 50	37 81	300 08
579 15	349	281	50	.....	1259 15	615 00	8 30	635 85
96 43	279	116	50	.....	543 43	415 00	35 00	93 43
3 59	265	158	50	.....	476 59	410 00	37 90	28 69
99 24	306	173	50	.....	628 24	510 00	57 75	60 49
830 36	370	277	50	.....	1527 36	500 00	160 90	866 46
17 38	466	335	50	.....	868 38	782 57	84 10	1 71
96 84	407	241	50	.....	794 84	612 00	46 00	126 84
45 09	345	219	50	.....	659 09	480 00	108 00	71 09
121 54	229	169	50	.....	569 54	469 00	39 00	61 54
163 00	274	169	50	.....	656 00	388 00	60 50	209 50
211 01	249	190	50	.....	760 01	576 00	47 01	77 00
42 97	240	180	50	5 00	517 97	325 00	67 10	125 87
188 63	125	116	50	.....	499 63	265 00	.....	224 63
11 75	315	250	50	.....	626 75	544 00	81 45	1 30
45 11	133	100	50	.....	333 11	263 00	21 85	43 26
9 36	336	224	50	8 48	623 84	536 00	86 84	.....
53 00	219	163	50	.....	485 00	345 00	20 00	120 00
274 07	308	169	50	.....	796 07	510 10	79 35	206 62
34 57	325	184	50	.....	603 57	485 00	23 60	94 97
16 33	408	202	50	.....	676 32	480 00	174 39	21 94
76 66	263	193	50	.....	582 66	397 75	40 00	144 91
96 25	285	183	50	.....	614 25	605 58	.....	8 67
12 19	351	193	50	.....	606 19	570 00	.....	36 19
109 00	325	142	50	.....	636 00	434 00	81 65	120 25
4 90	308	214	50	.....	571 90	431 28	116 50	24 12
257 19	348	190	50	72 50	917 69	475 00	42 75	899 94
105 66	312	178	50	.....	645 66	580 00	61 45	4 21
4 72	361	185	50	101 00	701 72	455 09	72 03	174 69
164 67	227	123	50	.....	564 67	389 25	41 67	183 75
17 90	158	120	50	61 70	407 60	407 60	.....	.....
104 16	334	216	50	.....	704 16	513 00	72 75	118 41
209 09	268	131	50	.....	658 09	390 00	102 50	165 59

ABSTRACT [E]—  
TEACHERS'

COUNTIES.	WHERE HELD.	SESSIONS.			TEACHERS IN ATTENDANCE.			
		Commencing.	Cont'g weeks.	Number daily	Males.	Females.	Total.	Graduates.
Jasper.....	Newton.....	August 13	2	2	42	247	289	...
Jefferson .....	Fairfield .....	July 30	2	1	24	158	182	5
Johnson.....	Iowa City .....	July 2	2	2	25	201	226	2
Jones .....	Monticello.....	June 18	2	2	8	170	178	...
Keokuk .....	Sigourney.....	August 13	2	2	59	177	236	13
Kossuth.....	Algona .....	July 9	2	2	28	216	244	....
Lee.....	Keokuk.....	July 30	2	2	7	123	130	....
Linn .....	Cedar Rapids and Marion .....	March 12†	3	2	50	430	480	....
Louisa ..	Wapello .....	July 9	3	2	24	108	142	....
Lucas.....	Chariton .....	August 6	2	1	10	144	154	....
Lyon.....	Rock Rapids.....	August 6	2	2	25	121	156	....
Madison.....	Winterset.....	July 30	2	2	32	205	237	5
Mahaska.....	Oskaloosa.....	July 30	2	2	25	200	225	....
Marion ..	Knorrville .....	August 14	2	1	35	203	238	1
Marshall.....	Marshalltown.....	August 20	2	2	27	248	275	....
Mills .....	Glenwood.....	July 16	2	2	11	131	142	....
Mitchell.....	Osage ..	August 20	2	2	12	143	155	....
Monona.....	Oastana .....	July 30	2	2	9	17	106	....
Monroe.....	Albia .....	July 30	2	2	27	181	159	....
Montgomery.....	Red Oak .....	July 2	2	1	30	100	130	....
Muscatine.....	Muscatine.....	June 18	1	2	12	188	200	....
O'Brien.....	Primghar.....	August 20	2	2	25	137	162	...
Osceola .....	Sibley .....	March 19	2	2	24	103	127	....
Page ...	Shenandoah.....	August 6	1	2	25	205	230	....
Palo Alto.....	Emmetsburg.....	August 6	2	2	21	151	172	....
Plymouth.....	Le Mars .....	June 17	2	2	15	181	196	...
Pocahontas.....	Laurens .....	August 6	2	2	15	88	103	....
Polk ..	Des Moines .....	July 16	2	2	47	513	560	...
Pottawattamie...	Council Bluffs.....	June 18	2	2	22	328	350	....
Poweshiek.....	Brooklyn.....	June 25	2	2	29	134	163	....
Ringgold .....	Mt. Ayr .....	July 30	4	2	38	169	207	....
Sac .....	Sac City.....	July 16	2	2	10	153	163	....
Scott .....	Davenport .....	March 26‡	3	2	43	276	321	....
Shelby .....	Harlan ..	March 22	2	2	60	128	188	....
Sioux .....	Orange City.....	July 30	2	2	18	127	145	....
Story .....	Nevada .....	July 23	4	2	28	181	209	8
Tama.....	Toledo .....	March 26	2	2	40	253	293	...
Taylor .....	Bedford .....	July 23	2	2	22	123	145	14
Union.....	Oreston.....	July 16	2	2	19	204	223	...
Van Buren.....	Keosauqua.....	August 6	2	2	42	150	192	...
Wapello.....	Ottumwa.....	July 16	3	2	24	256	280	....
Warren .....	Indianola.....	July 30	2	2	26	158	184	31
Washington.....	Washington.....	July 23	2	2	27	181	208	...
Wayne .....	Corydon .....	August 6	2	1	40	146	186	4
Webster.....	Ft. Dodge .....	August 6	2	2	24	238	262	....
Winnebago.....	Buffalo Center.....	August 3	2	2	11	72	83	...
Winneshiek .....	Decorah .....	March 26	2	2	29	177	206	....
Woodbury.....	Correctionville and Sioux City..	July 26	4	2	18	288	306	....
Worth ..	Northwood.....	July 30	2	2	17	85	102	...
Wright.....	Clarion .....	August 13	2	2	21	167	188	....
Totals .....			*2 1	...	2412	17132	19544	153

\*Average time. †And July 30. ‡And July 9. §And August 6.

REPORTS FOR 1900—CONTINUED.

NORMAL INSTITUTES.

INSTITUTE FUND.								
RECEIPTS.						EXPENDITURES.		Unexpended.
On hand at last report.	Examination fees.	Registration fees.	State appropriation.	County appropriation and sundries.	Total.	Instruction and lectures.	Incidentals.	
\$ 17 16	\$ 469	\$ 289	\$ 50		\$ 835 16	\$ 600 00	\$ 151 00	\$ 74 16
305 41	278	182	50	\$ 5 85	821 28	476 80	51 00	298 68
.....	526	226	50	153 18	955 18	858 18	97 00	.....
288 45	355	178	50	.....	866 45	565 00	144 29	157 16
.....	504	288	50	.....	790 00	700 00	90 00	.....
11 73	374	244	50	.....	679 78	522 00	128 50	29 28
202 71	260	120	50	.....	642 71	440 00	46 88	155 88
1217 16	503	480	50	.....	2250 16	1085 00	170 58	1044 58
10 00	262	140	50	.....	462 00	400 00	28 00	84 00
251 64	280	154	50	.....	785 64	415 00	146 20	174 44
58 63	288	156	50	.....	558 63	420 00	19 25	118 38
.....	320	237	50	5 00	764 52	528 50	206 55	35 47
152 52	372	225	50	27 95	674 95	610 00	64 95	.....
.....	288	238	50	1 00	712 86	458 00	106 65	147 71
125 36	503	275	50	.....	1388 00	759 00	52 98	675 47
560 00	237	142	50	.....	490 96	381 00	74 75	25 21
51 96	278	155	50	.....	531 85	510 00	4 20	17 65
53 85	291	166	50	.....	797 71	380 00	75 25	842 46
290 71	266	158	50	.....	474 00	350 21	31 25	92 54
.....	305	139	50	.....	568 54	456 00	40 80	71 74
74 54	221	200	50	8 79	478 65	389 95	88 70	.....
3 86	.....	.....	.....	.....	.....	.....	.....	.....
58 80	242	162	50	.....	512 80	435 00	50 65	27 15
47 37	199	127	50	35 00	458 37	305 00	74 05	79 82
.....	357	230	50	.....	637 00	351 50	65 22	220 28
112 38	287	172	50	.....	621 88	381 00	59 90	180 48
4 05	363	196	50	.....	612 05	535 85	53 90	24 30
41 42	394	103	50	.....	528 42	451 00	27 10	50 32
.....	773	560	50	16 80	1399 80	1110 00	289 80	.....
584 60	570	350	50	.....	1554 60	950 00	218 60	386 00
74 25	344	163	50	.....	631 25	545 00	30 25	56 00
.....	.....	.....	.....	.....	.....	.....	.....	.....
12 95	256	207	50	.....	525 95	492 85	13 51	19 59
.....	.....	.....	.....	.....	.....	.....	.....	.....
21 80	376	163	50	151 15	761 95	550 25	97 72	118 98
288 06	359	321	50	.....	1118 06	591 00	128 85	398 21
200 00	333	188	50	.....	771 00	560 00	.....	211 00
219 33	469	145	50	.....	882 33	648 82	60 85	178 66
627 21	421	209	50	.....	1807 21	656 00	148 65	502 56
.....	.....	.....	.....	.....	.....	.....	.....	.....
124 27	483	293	50	.....	950 27	720 87	54 40	175 00
256 20	335	145	50	170 00	956 20	725 00	146 25	84 95
.....	.....	.....	.....	.....	.....	.....	.....	.....
400 98	388	223	50	.....	1061 98	570 00	41 50	450 48
.....	.....	.....	.....	.....	.....	.....	.....	.....
14 47	275	192	50	.....	581 47	360 00	45 50	126 97
.....	.....	.....	.....	.....	.....	.....	.....	.....
250 02	397	280	50	.....	977 02	631 05	50 00	295 97
23 23	813	184	50	6 55	576 78	430 00	82 67	64 11
482 67	354	208	50	.....	1034 67	557 40	76 85	400 42
88 80	337	186	50	.....	641 80	559 00	47 50	55 30
9 53	438	262	50	.....	759 53	595 00	88 15	76 38
16 00	203	83	50	.....	352 00	345 00	.....	7 00
192 14	881	206	50	.....	829 12	491 50	79 95	257 67
47 32	468	256	50	.....	821 32	720 00	52 04	49 28
162 26	149	102	50	.....	463 26	300 00	43 80	119 46
77 45	325	188	50	4 64	645 09	570 00	74 43	66
\$ 14564 88	\$ 32588	\$ 19544	\$ 4950	\$ 1437 16	\$78084 04	\$51711 51	\$ 6963 17	\$14409 36

## ABSTRACT [E]—CONTINUED.

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\*None held.

## ABSTRACT [E]—CONTINUED.

COUNTIES.	CONDUCTORS.	INSTRUCTORS.
Grundy .....	J. T. Gray .....	J. E. Stout, J. J. Moser, O. E. Taft, Jane Kreigh, F. M. Sargent.
Guthrie .....	I. M. Boggs .....	G. W. Bryan, Adam Pickett, Frank Palmer, Geo. Galloway, Miss Wilson, G. W. Searest.
Hamilton .....	L. N. Gerber .....	J. J. Dofflemeyer, E. G. Young, Anna McKee, V. H. Hegstrom, J. H. Bradshaw, R. V. Veneman.
Hancock .....	B. F. McClelland .....	Geo. F. Barsalon, A. M. Deyoe, O. W. Thompson, Belle McConnell, J. Calvin Bushey, J. D. G. Houghton.
Hardin .....	O. F. Woodward .....	Henry Sabin, J. T. Stout, O. E. Tool, M. F. Morgan, W. O. Reed, Emma Weidel, Anna McOronon.
Harrison .....	Will T. Arthur .....	H. A. Welty, O. H. Marsh, H. L. Adams, J. Peasley, Bertha Kimple, J. M. Ireland.
Henry .....	Annie E. Packer .....	O. W. Weyer, G. W. Walters, O. E. Lander, F. E. Savage, L. Antrim, W. N. Halsey, Stella Satterthwait.
Howard .....	L. T. Weld & Lydia Hinman .....	F. J. Sessions, L. E. A. Ling, Nettie Sawyer, Ruth O. Allison, D. L. Grannis, Elsie E. Perry.
Humboldt .....	Clarence Messer .....	Kate Hubbard, Geo. Chandler, Wm. E. Parker, W. A. Lester, J. T. Bradshaw, A. D. Cromwell.
Ida .....	J. O. Hagler .....	H. E. Kratz, W. M. Stevens, T. B. Hutton, E. A. Brown, Sara Rice, Emily Johnson.
Iowa .....	O. P. Colgrove .....	Hattie Moore Mitchell, Mrs. Frances M. Clark, Geo. H. Mullin, W. H. Whitford.
Jackson .....	O. C. Dudley .....	Geo. Chandler, M. Jaynes, Mary V. Wynkoop, Belle McConnell.
Jasper .....	Libbie Dean .....	Wm. Wilcox, E. H. Gifford, E. J. H. Beard, D. M. Kelley, S. G. Richards, Eva Mayne, R. Anna Morris.
Jefferson .....	J. E. Williamson .....	J. A. Kleinsorge, Jennie E. Curtis, W. D. Wells, Caroline Harris.
Johnson .....	Sam D. Whiting .....	W. A. Willis, B. F. Shambaugh, J. B. Knoepfler, A. G. Smith, W. E. Barlow, H. E. Goodsell, Alice Wilson.
Jones .....	Geo. H. Betts .....	O. R. Scroggie, D. K. Bond, W. B. Guthrie, Mrs. A. L. Shattuck, Margaret Foley.
Keokuk .....	W. H. Gemmill .....	W. H. Bender, Geo. H. Mullin, A. L. Shattuck, Edna P. Needham, S. A. Potts, J. E. Foster, W. S. Athearn.
Kossuth .....	F. H. Slagle .....	N. Spencer, E. N. Coleman, A. E. Parsons, S. S. Stockwell, Frank Van Erdewyck.
Lee .....	O. W. Weyer .....	Mrs. O. W. Weyer, O. W. Cruikshank, Anna McCullough, P. O. Hayden, R. N. Mars.
Linn .....	I. E. Gould .....	H. H. Seerley, Elizabeth K. Mathews, H. H. Freer, J. J. Dofflemeyer, Wm. Wilcox, W. W. Gist, Mrs. A. L. Shattuck.
Louisa .....	O. M. Donaldson .....	A. M. M. Dornon, A. L. Holiday, D. K. Michener, L. K. Focht.
Lucas .....	O. F. Goltry .....	D. K. Michener, W. F. Chevalier, Wm. Bell, Carrie E. Allen, Edith E. Brant, H. A. Blackmeyer.
Lyon .....	W. S. Wilson .....	N. Spencer, J. L. Mishler, M. R. Hassel, Mary L. McCullum, Alice O. Wilson, H. W. Jackson.
Madison .....	H. D. Smith .....	F. E. Willard, O. O. Carstens, W. N. Clifford, Julia Scurry.
Mahaska .....	J. P. Dodds .....	O. P. Colgrove, A. W. Rich, Wm. Solomon, Lelia E. Partridge, R. Anna Morris, Olive McHenry, F. J. Sessions.
Marion .....	W. F. Crew .....	W. W. Cook, W. H. Lyon, Mandella Harsin, Harlan Updegraff, Olara Klinefelter.
Marshall .....	J. Morrissey .....	O. O. Carstens, Addie E. Jordan, Helen V. Jordan, Mary Hall, Grace Sullivan.
Mills .....	O. H. Marsh .....	Henry Sabin, I. N. Beard, J. B. Shorett, Stella G. Marsh, Alice Smith.
Mitchell .....	Wm. H. Salisbury .....	F. H. Bloodgood, Pearl French, J. A. Lapham, Geo. Chandler, Geo. Sawyer, Stella Odekirk.
Monona .....	F. E. Lark .....	E. N. Coleman, Sara D. Jenkins, H. V. Fallor, P. N. Lewis, B. G. Davies.
Monroe .....	H. O. Hollingsworth .....	Mrs. H. G. Hickenlooper, E. O. Miller, E. F. Ewers, J. F. Treasure.
Montgomery .....	Thos. McCulloch .....	Ohas. E. Shelton, W. F. Chevalier, F. E. Palmer, E. U. Graft, Emma O. Moulton, Allie E. Campbell.
Muscatine .....	S. Plumly .....	F. M. Witter, Lillian Bridgeford.
O'Brien .....	R. B. Daniel .....	John Kleinsorge, W. W. Earnest, M. P. Fobes, H. A. Mitchell, Hattie Moore Mitchell, Nellie Budd.
Osceola .....	T. S. Redmond .....	John A. Kleinsorge, J. A. Lapham, Eva Kendall, W. J. Johnson.

## ABSTRACT [E]—CONTINUED.

COUNTIES.	CONDUCTORS.	INSTRUCTORS.
Page.....	H. E. Deater .....	G. H. Colbert, Margaret Foley, Lucile Porterfield.
Palo Alto .....	Anna Donovan.....	H. E. Blackmar, H. O. Wheeler, Bessie Larson, Mame Beiseker.
Plymouth.....	I. O. Hise.....	E. N. Coleman, J. S. Shoup, E. A. Brown, N. Spencer, T. B. Hutton.
Pocahontas....	U. S. Vance.....	Grant E. Finch, A. T. Rutledge, D. K. Bond, A. W. Davis, Clara Bicknell, Edna Hathaway.
Polk.....	Hill M. Bell .....	S. H. Sheakley, Hattie Moore Mitchell, Lawrence De Graff, Olive McHenry, O. N. Kinney, W. A. Orusinberry.
Pottawattamie	O. J. McManus.....	H. B. Hayden, A. B. Warner, D. M. Kelley, Sarah E. Sprague, S. L. Thomas, M. E. Crozier, F. O. Ensign.
Poweshiek.....	Viola H. Schell ....	D. A. Thornburg, Caroline Sheldon, Eugene Hurley, Clara M. Spencer, Nina Wilson.
Ringgold.....	J. O. Bennett.....	Etta J. Rider, L. J. Little, O. H. Longwell, O. E. Shelton, Etta Elghme, L. H. Maus, Julia Scurry.
Sac. ....	J. H. Orcutt.....	H. H. Hahn, G. W. Lee, H. O. Coe, J. N. Hamilton, Ida B. Craft.
Scott....	A. A. Miller.....	Wm. Wilcox, W. D. Wells, Margarette Barrette, C. F. Toenniges.
Shelby .....	J. B. Shorett.....	Henry Sabin, Margaret Walker, W. W. White, L. A. Glasburn, O. H. Marsh, E. S. White, G. E. Little.
Sioux.....	A. V. Storm.....	Ph. Soulen, D. M. Odle, J. H. Orcutt, W. H. Olark, L. A. Wilson, Ruth Adsit.
Story.....	Fred E. Hansen....	L. B. Carlisle, H. G. Lamson, I. B. Allard, H. Pease, Anna Hellman, Cora A. Thompson, Maude A. Olabourne.
Tama.....	O. A. DeLong.....	J. B. Young, O. M. Elliott, Jessie Hall, F. J. Becker, J. A. Ward, B. F. McClelland, H. O. Pratt.
Taylor .....	E. H. Griffin.....	W. B. Guthrie, H. S. Ash, W. B. Read, Jane Kreigh, Lillian McOracken.
Union.....	Chas. M. Peters...	S. Y. Gillan, Verna T. Young, O. E. French, Lura Phillips, W. F. Chevalier, O. E. Klingeman, Carrie Oogle.
Van Buren.....	J. H. Landes.....	F. E. Buck, David Williams, A. T. S. Owen, Mrs. J. E. Moore.
Wapello.....	Beniah Dimmitt...	Dr. William Radebaugh, R. S. Wiehole, J. E. Williamson, Sara A. Jenkins, H. M. Butler, J. Parks.
Warren .....	S. M. Holladay.....	O. E. Shelton, W. E. Hamilton, O. W. Maxwell, P. E. McClenahan, Anna M. Beymer, Jessie O. Liston.
Washington ...	Mary M. Hughes...	W. O. Riddell, John T. Ray, O. M. Grumbling, Wilbur H. Bender, Eva Mayne.
Wayne.....	Inez F. Kelso.....	Isaac A. Loos, Charles Carter, G. A. Axline, W. B. Thornburgh, J. F. Holiday.
Webster.....	Alfred L. Brown...	Bruce Francis, W. P. Johnson, O. V. Findlay, J. F. Monk, H. H. Roberts, Francis Gove, Minnie L. Holt.
Winnebago ....	H. O. Bateman.....	Elizabeth K. Mathews, L. T. Weld, O. O. Vogenitz.
Winneshiek....	Geo. Chandler.....	G. E. Finch, E. L. Coffeen, Verna T. Young, H. H. Dalaker.
Woodbury.....	J. D. Keller.....	H. E. Kratz, J. S. Shoup, W. M. Stevens, E. A. Brown, Edith Metcalf, Kate Hubbard, J. G. Hobson.
Worth .....	S. B. Tove .....	D. A. Thornburg, M. Alice Fullerton, G. A. Sawyer.
Wright.....	Angus Macdonald.	G. T. Eldridge, J. G. Grundy, F. F. Strong, A. P. Hargrave, S. T. May, Minnie Finch.

**STATISTICS OF CITY SYSTEMS.**

**COMPARATIVE SHOWING FOR 1899-1900.**

*Cities having 3,000 or more population by the census of 1900*



## STATISTICS OF CITY SYSTEMS.

## COMPARATIVE SHOWING FOR 1899-1900.

*From cities and towns in Iowa of more than 1,500 and less than 3,000 population in 1900. Compiled chiefly from the reports of county superintendents.*

## GRADED SCHOOLS.

*Not including those found in tables on pages 27 and 28.*

NAMES OF TOWNS.	Population, census of 1900	Number months	per month for each scholar in attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1899-1900.	Annual salary.	Number of other teachers	Average salary per month of assistant teachers.
Ackley.....	1445	1	1.05	O. A. Maxwell.....	\$1200	8	45.62
Adair.....	879	1	1.30	O. T. Wright.....	720	6	41.03
Adel.....	1213	1	1.65	S. A. Potts.....	1000	10	43.25
Afton.....	1173	1	1.05	W. O. Mullen.....	810	3	34.12
Agency.....	418	1	1.65	W. O. Hicks.....	450	6	33.12
Ainsworth.....	404	1	1.34	F. H. Barnes.....	680	3	37.53
Akron.....	1030	1	1.50	J. H. Schroeder.....	720	6	40.00
Albion.....	440	1	1.57	F. W. Schults.....	675	3	40.00
Alden.....	700	1	1.47	O. E. Tool.....	700	4	40.33
Allerton.....	650	1	1.14	J. F. Holliday.....	1040	6	35.00
Allison.....	463	1	1.65	O. G. Larson.....	680	3	35.00
Alta.....	861	1	1.62	R. E. Crosby.....	900	6	41.96
Alton.....	1000	2	1.15	J. E. Vertz.....	720	4	39.03
Amity.....	.....	1	1.28	.....	450	3	36.36
Angus.....	338	1	1.23	O. H. Belmers.....	540	1	35.00
Anita.....	964	1	1.49	W. J. Catell.....	765	8	41.87
Aplington.....	427	1	1.53	Paul F. Voelker.....	540	4	37.50
Arlington.....	863	2	1.39	G. L. Rawson.....	675	5	30.00
Armstrong.....	907	1	1.87	O. A. Wilcox.....	675	6	41.87
Ashton.....	513	2	1.42	J. P. McKinley.....	585	3	45.00
Aurelia.....	621	1	1.76	F. Perkins.....	720	6	40.00
Abingdon.....	.....	1	1.96	Holla Peters.....	315	1	27.50
Alta Vista.....	179	1	1.34	Lenna Orry.....	315	2	33.00
Albana.....	328	1	1.52	Geo. F. Odden.....	425	2	30.00
Alvord.....	249	2	1.77	D. E. McMullen.....	450	1	40.00
Andrew.....	273	1	1.10	H. A. Hoffman.....	650	2	30.00
Arcadia.....	405	2	1.14	J. M. Dunck.....	675	1	45.00
Arion.....	193	1	1.60	J. H. Norris.....	349	1	30.00
Arthur.....	162	1	1.40	I. O. Phares.....	450	1	40.00
Atalissa.....	.....	1	1.39	I. S. Pepper.....	575	1	40.00
Athelstan.....	253	1	1.14	W. C. Childers.....	245	1	35.00
Auburn.....	299	1	1.23	A. W. Fuller.....	450	1	40.00
Aurora.....	341	1	1.37	L. W. Inman.....	450	2	35.00
Avery.....	.....	1	1.24	Chas. Young.....	344	1	33.00
Anthon.....	437	1	1.39	H. W. Jurtis.....	480	2	40.00
Bagley.....	265	1	1.64	W. H. Bridges.....	540	3	35.00
Baldwin.....	264	1	1.51	J. V. Page.....	585	3	40.00
Bancroft.....	230	1	1.50	E. G. Bailey.....	675	3	44.16
Barnes.....	374	.....	.....	E. N. Eaton.....	360	2	34.50
Bassett.....	149	1	1.29	J. H. Phelps.....	360	2	33.00
Batavia.....	533	1	1.34	Leas Spurgeon.....	400	3	26.00
Battle Creek.....	542	1	1.54	Charles King.....	720	2	42.00
Bayard.....	494	1	1.38	Wm. Hamilton.....	630	4	40.00
Baxter.....	41	1	1.39	Emma Crossland.....	450	2	35.00
Beacon.....	958	.....	1.96	J. P. McMurray.....	630	3	35.00
Beaman.....	266	2	1.13	I. D. Adams.....	450	2	35.00
Belmond.....	1204	1	1.39	A. Macdonald.....	900	7	39.00
Bennett.....	238	2	1.05	J. H. Dutton.....	485	1	49.40
Benton.....	193	.....	.....	J. E. Roberts.....	230	1	23.00
Bentonsport.....	254	1	1.87	J. H. Anderson.....	410	1	36.00
Bevington.....	.....	1	1.71	.....	238	1	34.28
Birmingham.....	632	1	1.31	J. E. Moore.....	500	4	30.00
Blairsburg.....	.....	1	1.8	Chas. Robinson.....	450	1	45.00
Blairstown.....	582	1	1.75	Hanna Houghton.....	540	4	38.25
Blakesburg.....	.....	1	1.15	A. N. Smith.....	400	1	35.00
Blanchard.....	580	1	1.50	D. D. Miles.....	700	2	46.25

## GRADED SCHOOLS—CONTINUED.

## GRADED SCHOOLS—CONTINUED.

NAME OF TOWNE.	Population, census of 1900.	Number months school	Enumeration between 5 and 31	NAME OF SUPERINTENDENT OR PRINCIPAL 1899-1900.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Corwith.....	651	9 0	21	O. W. Thompson...	675	4	48 75
Corydon.....	1477	8 0	42	Chas. Carter.....	1125	8	38 00
Crawfordville...	268	9 0	16	E. D. Morrison.....	540	2	37 50
Cromwell.....	208	9 0	9	W. O. Hunt.....	450	1	40.00
Cumberland.....	591	9 0	19	Frank Lindeman...	675	2	45.00
Cushing.....	237	9 0	12	P. J. Scarbo.....	450	2	40.00
Dahlgren.....	8 0	7		L. M. Dimmitt.....	304	1	30.00
Dakota City.....	263	9 0	16	Mrs. B. M. Simmons.	585	2	30.00
Dallas.....	8 0	2		Belle Henby.....	248	1	31 00
Dallas Center....	635	9 0	26	H. R. Miller.....	720	4	41 25
Davis City.....	617	8 0	24	J. M. Howell.....	400	4	32.75
Dana.....	2 5	7		L. A. Sabin.....	277	1	27 60
Danbury.....	480	9 0	45	Geo. Mullin.....	630	11	33.08
Danville.....	8 0	6		Linton Packer.....	400	1	
Dawson.....	8 0	10		J. E. Arthand.....	288	1	36 00
Dayton.....	753	11	19	E. A. Rolfe.....	630	3	40 00
Decatur.....	367	8 0	17	D. W. Greenslate...	360	3	30 00
Dedham.....	874	9 0	17	E. A. Earhart.....	450	3	35 00
Deep River.....	403	9 0	21	W. H. Meek.....	310	5	22 50
Defiance.....	387	9 0	16	L. A. Glassburn...	540	3	40.00
Delaware.....	8 0	12		F. L. Kolb.....	450	1	40 00
Delhi.....	8 0	16		A. L. Chase.....	495	2	36 00
Delmar.....	509	9 0	15	Lucy E. Lukens....	495	2	37 50
Delta.....	691	8 0	26	J. E. Foster.....	520	5	30.00
Derby.....	9 0	9		F. M. Bell.....	333	1	27 50
De Soto.....	345	9 0	16	S. W. Rowley.....	375	3	42.86
Dexter.....	725	10 0	20	D. P. Repass.....	1000	4	42 50
Diagonal.....	333	9 0	14	R. J. Pollock.....	450	2	32 50
Dickens.....	9 0	10		Pliny Chase.....	360	2	35 00
Dillon.....	6 0	8		Vella M. Hazen....	307	1	35.00
Dixon.....	9 0	11		J. Q. Zuck.....	450	1	37 50
Donnison.....	270	8 0	11	J. W. Roberts.....	330	1	30 00
Doon.....	545	9 0	17	E. F. Green.....	630	3	41.66
Dow City.....	462	9 0	21	F. B. Schafer.....	575	4	40 00
Downey.....	9 0	6		E. C. Bartlett.....	396	1	35 00
Dows.....	318	9 0	19	A. P. Hargrave.....	765	5	41 00
Drakeville.....	238	7 0	8	J. M. Hammond....	315	1	40.00
Dumont.....	423	8 0	12	G. L. Waldrow.....	320	2	35 00
Duncombe.....	350	9 0	17	S. J. Backus.....	360	1	30 00
De Witt.....	1383	9 0	41	Margaret Buchanan	910	7	42 14
Dunkerton.....	317	8 0	8	Otha E. Hartman...	320	1	35.00
Dunlap.....	1265	9 0	60	L. B. Stuart.....	1000	9	44 00
Durant.....	560	9 0	21	Wm. Wisener.....	662	1	45 00
Dyersville.....	1323	10 0	64	J. O. McGee.....	700	1	35.00
Dysart.....	908	9 0	31	H. C. Pratt.....	900	6	45.00
Earlham.....	630	8 0	23	W. H. Monroe.....	550	2	40.00
Earling.....	340	9 0	18	C. Munckrath.....	360	2	37.00
Early.....	579	9 0	27	C. H. Jump.....	675	4	40 00
Earlville.....	618	9 0	20	B. J. Still.....	630	3	43.33
Edgewood.....	565	9 0	10	Prof. Martindale...	600	3	35 00
Elgin.....	625	9 0	22	A. H. Perryman....	630	2	33 33
Elkport.....	326	9 0	19	J. D. Robinson....	450	2	28 00
Elliott.....	515	9 0	19	D. C. Nelfert.....	630	4	40.00
Ellston.....	242	9 0	18	Mrs. L. L. Richardson	540	1	30 00
Ellsworth.....	319	8 0	15	O. Von Krog.....	450	2	30 00
Elma.....	975	9 0	48	B. P. Harding.....	545	6	34.00
Ely.....	9 0	9		W. L. Gater.....	315	1	30.00
Emerson.....	502	9 0	19	W. P. Wortman....	330	4	40 00
Elkader.....	1331	9 0	30	J. E. Webb.....	1000	6	45.00
Epworth.....	549	9 0	17	Anna J. O'Connor...	450	2	35.55
Essex.....	710	9 0	21	J. B. McComb.....	630	4	42.50
Everly.....	9 0	15		F. B. Steece.....	540	3	35 00
Evans.....	8 0	30		H. H. Kent.....	360	1	35 00
Eddyville.....	1230	9 0	31	F. S. Thompson....	300	5	25 33
Exira.....	651	9 0	23	L. J. Cenger.....	450	3	37.50
Fairbank.....	944	9 0	20	J. H. Anderson....	630	3	34 17
Fairfax.....	9 0	10		B. W. Humphrey...	540	3	30.45
Farley.....	613	9 0	22	Mary Bourke.....	575	3	35.00
Farmington.....	1383	8 0	30	A. T. S. Owen.....	640	7	37.14

## GRADED SCHOOLS—CONTINUED.

## GRADED SCHOOLS—CONTINUED.

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## GRADED SCHOOLS—CONTINUED.

				1911-12 1912-13	Average attend- ance 1899-1900.	Average tuition per month for each scholar in aver- age attendance.	NAME OF SUPERIN- TENDENT OR PRIN- CIPAL, 1899-1900.	Annual salary.	Number of other teachers.	Average salary per month of each teacher.
				10	151	1.85	W. H. Blakeley .....		5	41.25
				2	162	1.42	J. B. Green .....		4	40.00
				7	132	1.50	F. V. Brock .....		4	35.00
				10	132	1.45	Chas. Myerholz .....		3	40.00
				16	78	1.28	J. A. Crowl .....		3	45.00
				2	54	1.43	J. F. Treasure .....		1	35.00
				17	68	1.85	H. H. Peterson .....		2	33.50
				5	50	1.70	F. W. Hayner .....		1	40.00
				10			Gertrude Wheeler .....		1	40.00
				11	316	.81	E. S. Wells .....		6	31.66
				16	129	1.40	W. E. Kyler .....		3	40.00
				20	100	1.64	A. T. Gifford .....		3	31.00
				13	102	2.37	I. W. W. Laird .....		2	40.42
				15	60	2.05	Mrs. S. J. Wescott .....		2	30.00
				18	200	2.03	E. L. Meek .....		3	36.66
				19	104	1.20	K. G. Lancelot .....		1	40.00
				20	101	1.92	Otis Randall .....		3	30.00
				21	55	1.27	Ellen O'Conner .....		1	35.00
				21	274	1.46	J. B. Morris .....		6	46.00
				22	232	1.36	P. M. Hersom .....		6	40.41
				1	82	1.46	C. F. Mutchler .....		2	35.00
				7	313	1.02	J. J. McMahon .....		2	40.00
				10	336	1.34	P. C. Holdoegel .....		2	40.00
Mapleton ..	1009	9.0	369	342	227	1.92	H. H. Hahn .....		2	40.15
Marathon ..	659	9.0	263	243	168	1.43	E. G. Clark .....		4	40.00
Marble Rock ..	573	9.0	518	194	180	2.32	J. D. Lyon .....		4	40.00
Marcus ..	718	9.0	295	206	135	1.68	R. H. Minkle .....		4	40.00
Marne ..	410	9.0	147	167	124	1.46	E. N. Gibson .....		3	30.00
Martinsburg ..	332	7.0	124	143	111	1.43	H. H. Hawkins .....		3	30.00
Marysville ..	322	6.0	160	110	80	1.20	T. O. Smith .....		2	30.00
Massena ..	475	9.0	153	156	124	1.18	W. E. Salisbury .....		3	36.00
Maurice ..	280	9.0	103	80	62	1.37	J. E. Ullman .....		1	40.00
Maxwell ..	810	9.0	324	268	178	1.25	J. E. Barclay .....		4	37.00
Maynard ..	495	9.0	192	168	124	1.33	W. Beal .....		2	35.00
McGregor ..	1498	10.0	457	423	315	1.82	Josephine Harrison .....		8	46.00
McIntire ..		9.0	149	151	96	1.35	J. R. McCollum .....		2	32.50
Mechanicville ..	703	9.0	182	183	139	1.72	C. McCracken .....		4	40.00
Mediapolis ..	725	9.0	219	211	162	1.70	G. L. Gillies .....		4	36.25
Melbourne ..	366	9.0	142	138	92	1.72	U. G. Brown .....		2	35.00
Melrose ..	405	8.0	101	158	104	1.00	A. W. Richardson .....		2	27.50
Meno ..	428	9.0	164	145	111	1.87	M. P. Kenworthy .....		3	40.00
Meriden ..	432	9.0	110	102	64	1.55	W. O. Dailey .....		1	40.00
Merrill ..	389	9.0	177	161	110	1.32	J. S. Shoup .....		2	40.00
Meservey ..	193	9.0	54	82	51	1.47	M. Willis .....		1	30.00
Miles ..	385	9.0	147	135	115	1.37	John Ogden .....		3	48.00
Millford ..	485	9.0	212	176	136	1.30	Ira C. Welty .....		2	45.00
Millersburg ..		8.0	123	129	102	1.12	C. E. Miller .....		2	32.50
Milo ..	585	8.0	244	242	183	1.18	P. E. McClenahan .....		4	36.57
Milton ..	849	8.0	327	295	211	1.25	F. E. Buck .....		4	31.00
Minburn ..	317	8.0	204	144	109	1.17	J. W. Piercy .....		2	37.50
Minden ..	328	9.0	171	122	93	2.28	W. J. McDonald .....		1	41.00
Mitchell ..	245	9.0	172	147	101	1.83	H. E. La Rue .....		2	32.33
Mitchellville ..	768	9.0	208	180	126	1.61	E. Bradner .....		4	32.12
Modale ..	383	9.0	137	164	106	1.13	M. L. Dakin .....		2	35.00
Moingona ..		9.0	117	78	52	1.50	C. A. Nystrom .....		1	30.00
Mona ..		9.0	136	119	68	1.04	P. A. Penney .....		1	30.00
Mondamin ..	384	9.0	141	128	77	1.64	C. A. Barrett .....		2	35.00
Monmouth ..	281	9.0	118	115	88	1.53	Amos Hill .....		2	45.00
Monona ..	674	9.0	195	145	120	1.72	M. S. Howe .....		3	42.00
Monroe ..	917	8.0	295	279	197	1.81	J. E. Ellison .....		2	39.42
Montezuma ..	1210	9.0	513	350	307	1.30	S. C. Dickinson .....		3	44.37
Montour ..	502	9.0	176	150	140	.51	H. B. Shoemaker .....		3	40.00
Montrose ..	748	8.0	244	211	178	1.09	J. P. Kennedy .....		4	26.20
Moravia ..	632	8.0	231	188	126	1.20	T. M. Harwood .....		2	30.00
Morning Sun ..	948	9.0	352	311	260	1.49	A. M. M. Dornon .....		6	41.25
Morrison ..	176	9.0	43	46	32	2.66	I. S. Hanna .....		1	35.00
Moscow ..		8.0	76	55	34	1.35	V. B. Perry .....		1	35.00
Mt. Auburn ..		9.0	106	76	55	1.31	Silas Johnson .....		1	35.00
Mt. Carmel ..		8.0		145			M. A. Gulentz .....		2	30.00

## GRADED SCHOOLS — CONTINUED.

NAMES OF TC	ance 1899-1900.	Average tuition per month for each scholar in average attendance.			
Mt. Etna....	46	1.55	C. W. Gurney.....	240	1 27.50
Mt. Sterling..	59	1.31	Carrie Townsend.....	360	1 30.00
Mt. Union....	40	1.76	Ed. De Garmo.....	340	1 28.00
Moulton....	85	1.25	W. L. Cochrane.....	720	5 38.00
Moville.....	55	1.30	Kittie Freed.....	630	5 45.00
Muchakinoc.....	85	.89	.....	300	4 30.00
Murray.....	139	1.04	J. W. Robey.....	600	5 36.00
Nashua.....	79	1.62	C. J. Trumbauer.....	900	8 41.00
Nassau.....	36	2.22	Henry Harvey.....	360	1 35.00
Neola.....	99	1.78	O. J. McManus.....	900	6 42.50
New Albion..	52	1.05	J. W. Kellow.....	440	3 28.33
Newell.....	114	2.16	E. A. Ford.....	510	2 35.00
New Hall.....	45	1.68	Lizzie Wagner.....	315	1 35.00
New Hartford..	28	1.88	G. E. McCammel.....	730	4 40.00
New London..	90	1.25	W. E. Johnson.....	720	4 30.00
New Market..	25	1.27	L. W. Burnett.....	405	4 30.00
New Provide..	78	1.02	D. R. Marling.....	450	1 35.00
New Sharon..	89	1.37	I. W. Graham.....	810	8 37.00
New Virginia..	36	1.35	F. B. Taylor.....	400	1 35.00
Nichols.....	72	1.60	C. E. Jayne.....	400	2 32.50
Odaway.....	40	1.76	W. L. Stevens.....	360	1 25.00
Nora Springs..	90	1.25	Gertrude Murray.....	360	6 35.00
North English	95	1.27	E. H. McMillan.....	585	5 33.50
North McGre..	38	1.59	C. W. Bean.....	655	3 40.00
Northwood..	57	1.40	Edwin Mitchell.....	650	8 35.00
Norwalk.....	69	1.10	E. A. Jenner.....	360	1 31.00
Norway.....	01	1.35	C. O. Jameyson.....	540	3 36.67
Numa.....	56	.98	J. Bryant.....	210	1 23.50
Odebolt.....	24	1.20	C. H. Kamphoefner..	810	7 42.85
Ocheyedan..	40	1.69	Emma Youngquist..	585	3 46.25
Oakland.....	56	1.31	F. M. Allen.....	810	5 37.00
Ogden.....	92	1.18	Clara Thompson.....	630	5 35.00
Olin.....	72	1.28	T. I. Cowan.....	792	5 41.20
Ollie.....	53	1.42	C. L. Starr.....	450	1 30.00
Orient.....	03	1.43	P. P. Sullivan.....	675	3 35.00
Onalwa.....	92	1.57	C. D. Walrod.....	630	2 40.00
Otley.....	44	1.87	Laura Fisk.....	405	1 37.50
Oto.....	49	1.49	F. Van Escher.....	630	3 35.00
Ossian.....	12	1.43	W. J. Barlow.....	570	3 31.60
Orange City..	26	1.48	O. W. Herr.....	810	10 42.72
Oxford.....	33	1.46	E. C. Meredith.....	675	3 40.00
Oxford junct.	01	1.22	C. J. Burrel.....	630	5 36.00
Oxford Mills..	48	1.56	T. C. Wicks.....	450	1 25.00
Pacific Junct.	69	1.39	W. M. Moore.....	675	4 45.00
Packwood.....	66	1.20	Anna Mahone.....	405	1 30.00
Palmyra.....	36	1.60	Mertie Wilson.....	320	1 27.50
Palo.....	35	2.02	M. F. Hollingsworth..	405	1 25.66
Panama.....	78	2.45	W. D. Young.....	540	2 35.00
Panora.....	40	1.19	Geo. Galloway.....	765	6 41.58
Parkersburg..	31	1.68	W. F. Barr.....	1000	6 42.15
Paton.....	21	1.29	J. L. Luther.....	540	3 32.00
Paullina.....	77	1.77	G. G. Washburn.....	765	4 41.25
Persa.....	92	1.57	W. T. Pritchard.....	405	1 35.00
Petersen.....	26	1.66	F. C. Woods.....	630	4 35.00
Plerson.....	20	1.45	J. E. Fitzgerald.....	540	3 35.75
Plainfield...	99	1.45	C. W. Pye.....	540	2 36.25
Pleasanton..	42	1.60	Lew Jackson.....	280	2 30.00
Pleasantville	66	1.54	W. C. Kennedy.....	600	5 36.00
Plover.....	20	1.85	E. L. Wallace.....	480	3 33.37
Parnell.....	29	1.34	Mark Mullin.....	540	1 22.50
Plymouth....	34	3.75	Amos Huffman.....	495	2 36.25
Pocahontas..	56	2.11	W. B. Munson.....	450	2 35.00
Polk City.....	88	1.60	A. B. Schuetz.....	320	1 40.00
Pomeroy.....	17	1.59	G. W. Randlett.....	900	6 43.33
Portsmouth..	65	1.62	F. A. Gallagher.....	540	1 45.00
Postville.....	23	1.44	H. L. Coffeen.....	540	5 42.50
Pulaski.....	87	1.61	C. E. Akers.....	400	2 30.00
Prairie City..	66	1.87	S. G. Richards.....	680	5 45.00
Prairieburg..	92	1.34	.....	425	2 30.00



## GRADED SCHOOLS—CONTINUED.

NAMES OF TOWNS.	Population, census of 1900.	Number months school.	Enumeration between 5 and 21 years in 1900.	Enrolled in school fall of 1900.	OF SUPERINTENDENT OR PRINCIPAL, 1899-1900.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Prescott	446	9.0	237	203	...	...	...	...
Preston	593	9.0	203	170	119	...	...	...
Primghar	814	9.0	339	325	247	...	...	...
Primrose	...	7.0	82	72	63	1.40 Grant Farley	585	2 35.80
Princeton	456	9.0	139	106	65	1.51 R. B. Daniel	630	2 44.80
Promise City	...	8.0	95	99	67	1.50 E. C. Lynn	950	1 41.75
Quasqueton	...	9.0	164	148	127	1.95 Wm Stone	312	1 36.80
Quimby	...	9.0	88	80	54	1.95 Wm Stone	540	2 35.80
Radcliffe	645	9.0	214	181	131	1.53 J. W. Agans	440	1 35.80
Randolph	373	9.0	194	172	139	1.24 E. D. Miller	540	3 35.80
Rathbun	270	6.0	132	112	59	1.75 Emma Haler	540	1 40.80
Reanor	...	8.0	83	65	52	1.68 M. F. Morgan	764	2 42.60
Redding	311	7.0	122	130	94	1.67 B. M. Taylor	630	4 40.80
Redfield	509	9.0	206	184	158	1.03 W. B. Coulson	180	1 30.42
Reinbeck	1203	9.0	399	327	262	1.17 Logan Shzard	228	1 30.80
Remsen	835	9.0	420	184	116	1.17 J. S. Lovell	315	2 32.75
Rhodes	...	9.0	213	180	123	1.87 H. E. Hammond	675	3 32.75
Renwick	350	9.0	121	133	90	1.62 J. J. Moser	765	5 42.80
Riceville	804	9.0	196	347	219	2.00 J. Vanderwicken	640	2 40.80
Richland	534	9.0	169	190	140	1.60 W. H. Farr	585	3 42.80
Richmond	...	9.0	115	68	46	2.00 W. A. Lester	540	3 40.80
Ridgeway	371	...	143	103	92	1.27 Paul M. Ray	720	6 32.33
Ripley	395	...	133	122	100	1.22 W. C. Pedgeon	585	3 36.00
Riverside	698	...	247	160	109	1.46 W. E. Anten	360	1 27.22
River Sioux	...	...	115	90	...	1.89 S. L. Shales	360	2 27.50
Riverton	687	...	215	240	167	1.75 F. L. Martin	585	3 36.37
Rock Falls	124	...	244	176	98	1.56 W. E. Lochridge	585	2 36.38
Rockford	1080	...	374	325	260	...	450	2 37.60
Rock Valley	1054	...	464	351	256	1.32 D. L. Wilson	595	3 36.66
Rockwell	830	...	268	184	149	2.75 H. W. Chehock	300	1 27.97
Rockwell City	1222	...	387	365	252	1.40 J. C. Sanders	765	6 42.80
Rodney	173	...	91	75	49	1.36 W. H. Clark	675	7 39.33
Roland	557	...	197	235	170	1.38 J. W. Fleming	630	4 36.75
Rolle	994	...	384	320	257	1.77 D. K. Bond	1100	6 47.71
Rome	255	...	100	80	33	1.34 Harry Bowen	360	1 25.00
Rose Hill	253	...	126	80	56	1.00 O. S. Boyd	480	2 37.00
Rowan	...	...	94	82	55	1.28 A. T. Rutledge	720	7 41.67
Rowley	...	...	66	64	45	1.01 Hattie L. Priddy	268	1 33.46
Rudd	381	...	140	119	84	1.83 Frank Souter	405	2 36.57
Runnells	...	...	125	106	92	1.27 F. E. Whitney	360	1 30.00
Russell	636	...	182	185	127	1.50 Anna Barrett	315	1 32.56
Ruthven	787	...	302	232	192	1.28 A. G. Hoel	315	2 30.00
Ryan	...	...	107	100	55	1.71 F. S. Shankland	320	1 36.00
Sabula	1009	...	312	249	209	1.28 H. A. Glackemyer	585	3 35.00
St. Anthony	174	...	62	45	27	1.43 Bessie Larsen	585	5 35.00
St. Ansgar	698	...	268	225	167	1.48 Lenne Collins	216	2 27.00
St. Charles	412	...	210	181	141	1.39 W. E. Fleming	810	6 46.00
Salem	548	...	166	130	99	1.47 A. E. Bartine	350	1 40.00
Sanborn	1247	...	520	413	312	1.28 C. H. Maxson	765	3 33.33
Salix	387	...	92	89	40	1.00 J. W. Miller	440	3 28.66
Savannah	...	...	142	110	64	1.72 Henry Squire	510	3 30.00
Schaller	661	...	211	167	160	1.55 J. J. Billingley	1,000	6 41.20
Scranton	983	...	284	286	213	2.69 Laura Hills	260	2 35.00
Searsboro	263	...	106	121	42	91 Sam Botts	200	1 25.00
Sergeant Bluff	...	...	282	231	174	1.22 H. C. Coe	675	3 41.67
Shannon City	380	...	138	167	107	1.20 S. A. Darland	720	5 39.00
Sheffield	688	...	238	186	135	2.50 Winnifred Hunter	405	2 37.60
Shelby	692	...	290	267	170	1.23 J. F. Burgess	630	4 36.35
Sheldahl	179	...	66	105	52	1.54 R. C. Gibson	450	3 36.00
Shellrock	839	...	224	208	175	1.49 Jas. Lawrey	765	3 38.33
Shellburg	511	...	193	185	140	1.80 C. R. Garrett	810	6 56.00
Sibley	1289	...	414	444	272	1.28 A. McDaniel	222	1 30.00
Sidney	1143	...	459	466	329	1.46 C. E. Buckley	720	5 38.00
Silver City	438	...	187	160	120	1.55 Harry W. Heath	630	1 30.00
Sioux Center	810	...	285	241	195	1.75 W. P. Johnson	1,050	8 45.00
Sioux Rapids	1005	...	357	295	225	1.32 H. E. Wheeler	1,080	8 41.25
Slater	426	...	176	142	109	1.34 W. L. Embree	600	2 45.00
Sloan	643	...	332	261	200	1.49 A. M. Nicholson	712	4 43.75
Smithland	435	...	258	216	142	1.66 P. L. Dorland	900	7 41.16
						1.63 H. A. Fries	480	2 30.00
						1.10 W. N. Orris	720	5 40.00
						1.57 J. D. Keller	720	5 35.87

## GRADED SCHOOLS — CONTINUED.

NAMES OF TOWNS.	Population, census of 1900.	Number months school.	Enumeration between 5 and 21 years in 1900.	Enrolled in school, fall of 1900.	Average attendance 1899-1900.	Average tuition per month for each scholar in average attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1899-1900.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Solon .....	397	8.0	142	120	91	1.18	E. H. Hadley.....	480	2	35.00
South English .....	319	8.0	130	103	66	1.98	L. D. Young.....	440	2	7.50
Spillville .....	356	9.5	206	9	43	1.92	D. P. Dempsey.....	475	1	30.00
Spirit Lake .....	1219	9.0	449	359	267	1.60	W. T. Davidson.....	1,000	8	40.06
Springdale .....	...	9.0	140	140	110	1.99	S. B. Stonerook.....	1,000	3	39.63
Springville .....	599	9.0	191	242	201	1.59	J. E. Vance.....	900	5	40.00
Stacyville .....	490	9.0	196	100	29	2.90	F. L. Cassidy.....	540	1	40.00
Stanhope .....	297	9.0	121	133	79	2.23	W. H. Sheffield.....	405	2	30.00
Stanton .....	404	8.0	273	177	101	1.83	J. E. Olander.....	500	2	37.50
Stanwood .....	415	9.0	165	131	94	2.04	C. J. Lynch.....	810	3	34.00
State Center .....	1008	9.0	333	287	224	1.63	J. E. Clayton.....	810	7	45.00
Steamboat Rock ..	410	8.5	137	123	84	2.15	S. R. Fitz.....	550	3	36.66
Stockton .....	...	9.0	74	40	...	...	W. I. Williams.....	360	1	35.00
Story City .....	1197	9.0	426	426	228	1.30	A. R. Gardner.....	630	5	40.00
Stratford .....	458	9.0	183	127	112	1.28	L. C. Bryan.....	630	2	37.50
Strawberry Hill ..	164	9.0	78	59	50	1.40	Mary Spellman.....	315	1	35.00
Strawberry Point ..	1012	9.0	301	258	209	1.25	P. C. Arildson.....	675	5	38.00
Sumner .....	1437	9.0	539	465	330	.95	F. J. Durrant.....	720	8	30.00
Superior .....	187	9.0	66	62	37	1.90	Ada Twamley.....	306	1	34.00
Sutherland .....	722	9.0	334	263	206	1.46	M. P. Fobes.....	900	5	40.00
Swaledale .....	240	9.0	168	148	134	2.75	Geo M. Netzer.....	360	1	40.00
Swan .....	406	8.0	205	177	29	1.17	C. T. Reed.....	360	2	37.50
Swea City .....	322	9.0	128	114	80	1.60	A. S. Murray.....	450	2	40.00
Tabor .....	934	9.0	309	330	237	1.32	W. E. Kline.....	630	5	40.00
Thor .....	274	7.0	88	78	47	1.38	Ida Everson.....	245	1	30.00
Thompson .....	450	9.0	124	122	50	1.94	C. J. Boyington.....	450	3	35.00
Thornburg .....	267	9.0	108	104	73	1.90	W. C. Farmer.....	522	2	35.00
Thornton .....	299	9.0	131	100	78	1.59	F. H. Sunderlin.....	405	2	40.00
Thurman .....	409	9.0	179	239	173	1.65	J. S. Estes.....	675	3	40.00
Tingley .....	488	9.0	221	200	160	1.14	L. J. Little.....	585	4	36.25
Troy .....	...	7.0	65	64	41	1.31	C. N. Spicer.....	260	1	25.00
Traer .....	1458	9.0	489	418	365	1.23	O. M. Elliott.....	1000	8	41.87
Trenton .....	...	7.0	106	78	61	1.10	J. V. Gray.....	245	1	33.00
Tripoli .....	655	9.0	180	153	102	1.60	Guy Scobey.....	540	3	35.00
Troy Mills .....	...	8.0	98	77	40	1.20	Nellie Fisher.....	256	1	27.18
Truro .....	...	8.0	98	87	52	1.24	Harry W. Cooper ..	260	1	32.50
Underwood .....	...	9.0	100	91	50	1.70	Bee Murray.....	360	2	40.00
Union .....	589	9.0	232	181	144	1.62	G. W. Curtis.....	600	4	41.25
Unionville .....	...	7.0	135	120	90	1.22	J. S. Hartwick.....	350	2	30.00
Urbana .....	323	8.5	121	86	67	1.00	Frank Brown.....	318	1	30.00
Ute .....	407	9.0	151	155	127	1.42	J. T. Atkinson.....	540	3	40.00
Vail .....	578	9.0	265	176	69	3.24	S. W. Myers.....	720	3	40.00
Van Horne .....	484	9.0	195	152	129	1.40	L. H. Minkel.....	585	3	38.33
Van Meter .....	407	9.0	170	157	104	1.69	R. F. Wood.....	675	3	37.50
Victor .....	612	9.0	200	135	108	2.00	W. H. Whitford.....	675	4	38.75
Volga .....	444	9.0	174	155	124	1.27	Fred A. Welch.....	540	3	31.00
Walcott .....	362	10.0	132	119	73	1.51	J. H. Paarmann.....	600	1	50.00
Walker .....	505	9.0	235	172	120	1.04	J. L. Ward.....	540	3	35.00
Wail Lake .....	659	9.0	233	200	157	1.39	P. O. Horner.....	675	3	47.68
Walnut .....	878	9.0	330	298	220	1.76	M. E. Crosier.....	1125	6	43.33
Wapello .....	1398	9.0	454	368	256	1.51	J. W. Cradler.....	810	7	42.85
Washta .....	431	9.0	170	173	119	1.42	H. A. Crawford ..	540	3	40.00
Waubeek .....	...	7.0	57	54	36	1.38	Jennie W. Cool.....	210	1	25.00
Waucoma .....	540	9.0	224	208	168	.92	J. L. Ayer.....	450	3	35.00
Waukeo .....	292	9.0	119	117	84	1.30	C. F. Barrows.....	360	2	32.72
Wayland .....	394	8.0	159	145	122	1.14	J. W. Zerbe .....	400	3	35.00
Weldon .....	...	8.0	129	141	109	1.20	J. L. Latta.....	480	2	35.00
Wellman .....	654	9.0	209	190	153	1.25	Daniel Swinder.....	630	2	32.50
Welton .....	...	8.0	81	60	52	2.12	E. R. Stoddard.....	240	2	30.00
Wesley .....	730	9.0	229	183	113	2.07	E. O. Banson.....	674	4	40.00
West Bend .....	538	9.0	228	159	141	1.45	L. B. Swaggart.....	585	4	35.00
West Branch .....	647	8.0	299	244	209	1.56	C. H. Atkinson.....	1125	5	42.75
West Burlington ..	1044	9.0	494	287	247	.94	Anna Hogan.....	450	5	38.76
West Chester .....	209	8.5	79	71	54	1.35	L. S. Baker.....	620	1	30.00
Westgate .....	260	9.0	102	61	23	2.82	Wm. Sharpe.....	360	1	30.00
West Grove .....	...	8.0	79	64	47	1.21	Mollie Cassat.....	240	1	30.00
West Side .....	396	9.0	162	153	113	2.08	F. R. Hoffman.....	675	4	40.00
Wheatland .....	475	9.0	201	151	132	1.40	I. H. Ellison.....	675	3	36.66
Whiting .....	572	9.0	340	190	162	1.67	G. L. Weaver.....	675	5	37.50

**GRADED SCHOOLS—CONTINUED.**

## HIGH SCHOOL STATISTICS.

FROM CITIES AND TOWNS OF OVER 1,000 BY THE CENSUS OF 1895.

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## REFERENCES

\*P. O., Des Moines    \*\*School not in session.

†Number fitting for college or other higher institutions



## HIGH SCHOOL STATISTICS—CONTINUED.

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\* P. O. Des Moines.

† Number fitting for college or other higher institutions.

## HIGH SCHOOL STATISTICS—CONTINUED.

†Number fitting for college or other higher institutions.

NOTE—in comparing the number of students enrolled this year with the number enrolled last year, just bear in mind that for 1899-1900 the enrollment is given for the entire year; and that for 1900-1901 the enrollment is given at the beginning of the year. This will explain why the number of students is, in many schools, less than it was last year. The difference is quite noticeable in the reports from some of the larger towns and cities, because a large class is promoted to the high school at the middle of the year.

## COUNTY SUPERINTENDENTS—TERM, 1900-1902.

COUNTY.	SUPERINTENDENT.	POSTOFFICE.
Adair.....	*A. B. Chantry.....	Greenfield
Adams.....	C. H. Hoskinson.....	Corning.
Allamakee.....	† L. Eells.....	Waukon.
Appanoose.....	R. A. Elwood.....	Centerville
Audubon.....	Arthur Farquhar.....	Audubon.
Benton.....	* A. K. Rife.....	Vinton.
Black Hawk.....	† C. E. Moore.....	Waterloo
Boone.....	R. V. Veneman.....	Boone.
Bremer.....	* F. P. Hagemann.....	Waverly.
Buchanan.....	* E. C. Lillie.....	Independence
Buena Vista.....	** J. E. Durkee.....	Sioux Rapids.
Butler.....	* H. B. Akin.....	Allison.
Calhoun.....	W. R. Sandy.....	Rockwell City
Carroll.....	J. M. Ralph.....	Carroll.
Cass.....	I. B. Johnson.....	Atlantic.
Cedar.....	Aurora Goodale.....	Tipton.
Cerro Gordo.....	P. O. Cole.....	Mason City
Cherokee.....	** Agnes J. Robertson.....	Cherokee.
Chickasaw.....	* J. A. Bishop.....	New Hampton.
Clarke.....	Bertha Howard.....	Osceola.
Clay.....	** Mrs. Ellen Reed Buck.....	Spencer.
Clayton.....	Charles J. Adam.....	Elkader.
Clinton.....	** G. U. Gordon.....	Clinton.
Crawford.....	* A. G. Myers.....	Denison.
Dallas.....	** A. C. Hutchins.....	Adel.
Davis.....	William Fortune.....	Bloomfield.
Decatur.....	John A. McIntosh.....	Leon.
Delaware.....	H. J. Schwieter.....	Manchester.
Des Moines.....	Howard Matthews.....	Burlington.
Dickinson.....	** H. A. Welty.....	Spirit Lake.
Dubuque.....	* A. P. Kress.....	Dubuque.
Emmet.....	** H. H. Davidson.....	Estherville.
Fayette.....	H. L. Adams.....	West Union.
Floyd.....	* J. I. Martin.....	Charles City.
Franklin.....	Harry J. Henderson.....	Hampton.
Fremont.....	* Lee Notson.....	Sidney.
Greene.....	C. M. Williams.....	Jefferson.
Grundy.....	* J. T. Gray.....	Grundy Center.
Guthrie.....	I. M. Boggs.....	Guthrie Center
Hamilton.....	Louis N. Gerber.....	Webster City.
Hancock.....	* C. F. Schell.....	Garner.
Hardin.....	* C. F. Woodward.....	Eldora.
Harrison.....	* W. T. Arthur.....	Logan.
Henry.....	Annie E. Packer.....	Mt. Pleasant.
Howard.....	Elsie E. Perry.....	Cresco.
Humboldt.....	† Clarence Messer.....	Humboldt.
Ida.....	** J. C. Hagler.....	Ida Grove.
Iowa.....	* T. M. Clevenger.....	Marengo.
Jackson.....	C. C. Dudley.....	Maquoketa.
Jasper.....	Libbie Dean.....	Newton.
Jefferson.....	Anna White.....	Fairfield.
Johnson.....	* Sam D. Whiting.....	Iowa City
Jones.....	Clifford B. Paul.....	Anamosa.
Keokuk.....	* W. H. Gemmill.....	Sigourney.
Kossuth.....	Frank H. Slagle.....	Algona.
Lee.....	** J. S. Stewart.....	Fort Madison.
Linn.....	* I. E. Gould.....	Marion.
Louisa.....	* C. M. Donaldson.....	Wapello.
Lucas.....	* C. F. Goltry.....	Charlton.
Lyon.....	† A. W. Grisell.....	Rock Rapids.
Madison.....	H. D. Smith.....	Winterset.
Mahaska.....	J. P. Dodds.....	Oskaloosa.
Marion.....	* W. F. Crew.....	Knoxville.
Marshall.....	* J. Morrissey.....	Marshalltown.
Mills.....	* O. H. Marsh.....	Glenwood.
Mitchell.....	† Jay A. Lapham.....	Osage.
Monona.....	** F. E. Lark.....	Onawa
Monroe.....	† Mrs. Angie Reitzel.....	Albia.
Montgomery.....	* Thomas McCulloch.....	Red Oak.
Muscatine.....	** J. A. Townsley.....	Muscatine.
O'Brien.....	** Ella Seckerson.....	Primghar.
Osceola.....	** T. S. Redmond.....	Sibley.

\*Deceased. Mrs. Ella C. Chantry appointed Feb. 9, 1901.



## COUNTY SUPERINTENDENTS—TERM, 1900-1902—CONTINUED.

COUNTY	SUPERINTENDENT.	POSTOFFICE.
Page .....	** Henry E. Deater.....	Clarinda.
Palo Alto .....	* Anna Donovan.....	Emmetsburg.
Plymouth .....	* I. C. Hise.....	Le Mars.
Pocahontas .....	U. S. Vance.....	Pocahontas.
Polk .....	* J. M. Brenton.....	Des Moines.
Pottawattamie .....	O. J. McManus.....	Council Bluffs.
Poweshiek .....	* Viola H. Schell.....	Montezuma.
Ringgold .....	J.....	Mt. Ayr.
Sac .....	C.....	Sac City.
Scott .....	*.....	Davenport.
Shelby .....	*.....	Harlan.
Sioux .....	*.....	Orange City.
Story .....	F.....	Nevada.
Tama .....	C.....	Toledo.
Taylor .....	*.....	Bedford.
Union .....	*.....	Creston.
Van Buren .....	W.....	Keosauqua.
Wapello .....	B.....	Ottumwa.
Warren .....	S.....	Indianola.
Washington .....	Mary M. Hughes.....	Washington.
Wayne .....	Inez F. Kelso.....	Corydon.
Webster .....	A. L. Brown.....	Fort Dodge.
Winnebago .....	K. N. Knudsen.....	Forest City.
Winnebush .....	E. J. Hook.....	Decorah.
Woodbury .....	Joseph D. Keller.....	Sioux City.
Worth .....	* S. B. Toye.....	Northwood.
Wright .....	Angus Macdonald.....	Clarion.

\* Re-elected, \*\* Two or more terms. † Was superintendent at former time. †† Wm. H. Salisbury, resigned

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# STATISTICS.

1901.

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## ABSTRACT [A]—

SCHOOL												
											monthly session.	
											Females.	
											3	
											4	
											13	
Appanoose. ....	13	34	95	122	65	7.0	69	216	34	47	25	35
Audubon. ....	12	3	106	104	22	8.3	45	207	42	76	33	70
Benton. ....	10	100	82	171	57	8.0	86	305	37	50	28	26
Black Hawk. ....	10	65	78	141	85	8.1	49	330	46	68	30	11
Boone. ....	11	57	93	143	76	7.8	46	316	37	13	28	71
Bremer. ....	6	64	44	107	34	7.5	23	179	36	40	25	01
Buchanan. ....	9	64	77	132	58	8.1	42	273	38	00	30	47
Buena Vista. ....	15	12	128	136	43	8.0	38	254	45	63	30	81
Butler. ....	11	46	98	135	49	8.3	47	270	42	75	30	18
Calhoun. ....	16	7	135	134	46	8.2	44	292	46	43	34	79
Carroll. ....	13	27	109	140	43	8.0	66	324	41	55	32	15
Cass. ....	15	17	130	140	58	8.5	48	288	46	60	33	95
Cedar. ....	12	44	100	133	43	8.4	45	237	48	10	31	06
Cerro Gordo. ....	12	29	104	131	70	8.0	41	281	41	29	29	50
Cherokee. ....	15	15	126	134	45	8.0	51	265	43	50	34	10
Chickasaw. ....	5	62	53	114	38	7.8	28	210	38	76	26	97
Clarke. ....	9	28	77	101	25	7.2	34	186	36	18	26	92
Clay. ....	16	5	127	128	28	8.0	43	234	38	04	30	09
Clayton. ....	17	37	147	170	55	8.1	63	247	40	33	28	67
Clinton. ....	17	36	133	159	129	8.8	36	329	46	40	31	88
Crawford. ....	20	8	108	171	45	8.4	49	300	38	08	31	60
Dallas. ....	13	113	140	73	8.3	81	295	45	54	33	23	
Davis. ....	6	37	98	27	6.5	59	113	31	34	24	12	
Decatur. ....	9	54	68	113	45	7.2	57	189	37	98	26	00
Delaware. ....	14	26	110	127	41	8.1	23	156	41	74	28	20
Des Moines. ....	4	61	24	83	131	8.0	40	215	41	15	30	50
Dickinson. ....	12	7	76	78	21	7.7	19	132	41	78	32	68
Dubuque. ....	10	52	66	128	127	8.7	27	256	47	54	27	60
Emmet. ....	8	4	55	76	27	7.5	14	128	46	70	31	21
Fayette. ....	12	83	103	174	65	7.7	52	322	40	30	26	03
Floyd. ....	11	16	103	111	53	8.2	24	229	40	33	29	05
Franklin. ....	12	36	103	137	32	7.9	48	227	40	31	30	04
Fremont. ....	11	19	101	114	49	8.8	54	228	46	65	34	36
Greene. ....	14	16	129	137	36	8.2	44	312	47	26	30	30
Grundy. ....	10	41	85	120	30	8.3	56	201	37	54	31	22
Guthrie. ....	15	15	136	143	43	8.2	67	286	42	45	31	83
Hamilton. ....	15	27	113	134	46	8.2	61	254	41	15	32	95
Hancock. ....	16	7	127	127	31	8.0	49	187	43	31	34	30
Hardin. ....	8	65	74	130	69	7.7	58	262	45	35	31	42
Harrison. ....	16	32	115	142	64	8.7	58	296	45	00	32	58
Henry. ....	4	72	32	96	48	8.0	40	222	39	56	27	26
Howard. ....	11	11	89	97	27	8.0	31	204	43	76	29	20
Humboldt. ....	10	19	84	103	39	8.3	29	207	41	80	31	51
Ida. ....	12	5	99	99	34	8.4	58	190	43	65	36	83
Iowa. ....	10	64	76	136	42	8.0	62	234	38	24	28	70
Jackson. ....	14	45	108	144	54	8.2	29	244	42	23	31	16
Jasper. ....	17	30	158	178	66	7.9	51	301	40	59	32	04

## REPORTS FOR 1901.

## STATISTICS.

PUPILS.				SCHOOLHOUSES.		GENERAL.				
Between the ages of 5 and 21.		Enrolled in public schools.	Number per township.	Number.	Value.	Value of apparatus.	Volumes in libraries.	Trees in thrifty condition on schoolhouse sites.	Schoolrooms in which effects of stimulants and narcotics are taught.	
Males.	Females.									
2888	2681	4628	2808	\$ 2 00	145	\$ 94425	3561	1805	2510	161
2381	2255	3824	2485	1 75	111	77350	5828	1631	1358	131
3276	3103	4513	2767	1 58	134	118615	7508	2825	1688	185
4585	4338	7250	4723	1 54	136	171525	4765	3993	1666	188
2371	2357	4008	2347	1 98	111	87515	5665	1486	1612	125
3987	3907	5957	4131	2 00	188	189739	9113	6458	2883	216
5135	5025	7059	5181	2 18	153	308020	9416	4085	2542	224
4472	4397	7259	4618	1 84	156	168341	7556	8430	3074	215
8630	2618	3772	2146	1 89	111	92290	8607	5787	2429	117
3348	3174	5472	3426	1 90	150	174270	8969	5340	1393	189
2959	2797	4816	3069	2 43	143	144320	7313	8442	2541	179
2963	2757	4449	3135	2 05	147	131475	6272	4547	2047	165
3140	3069	4995	3471	2 10	147	144275	6208	5717	1591	91
3639	3562	4883	3252	2 60	145	133505	9185	2501	2022	139
3711	3770	6067	3826	2 27	153	153450	7008	4106	2686	198
3125	3102	4743	3211	2 23	145	151515	10705	5476	2077	175
3315	3430	5505	3366	2 32	145	235475	12566	3298	1778	162
2809	2743	4927	3027	2 72	144	174265	6124	14183	1823	161
2876	2980	4423	2709	1 31	121	91190	6825	3403	1481	152
2164	1933	3366	2289	2 05	107	87540	2206	1198	1278	125
2311	2097	4198	2358	2 21	135	104698	6845	6671	977	155
4668	4457	6520	4257	1 78	180	175255	6845	3920	1237	217
7326	7313	9906	6803	1 88	184	448575	11859	12297	3153	286
3976	3745	5842	3662	2 07	178	166125	14322	3317	2738	203
3856	3648	6537	4478	1 85	154	156035	8467	3448	3579	212
2644	2522	4298	2694	1 31	106	81010	3240	1075	1544	122
2976	2944	4900	3220	1 65	124	104295	4771	1469	2461	140
3142	2928	4623	3258	1 70	140	126075	6350	3206	1432	164
6059	5908	7602	5583	1 92	97	202375	10867	1853	1931	213
1409	1337	2472	1403	2 03	85	55108	4729	2671	1195	85
10011	10191	8446	5894	2 02	147	466105	10645	5263	1678	255
1712	1592	2761	1686	2 68	83	105455	3103	1530	1170	103
4929	4641	7561	4728	1 77	190	176189	11752	5742	2562	240
2704	2859	4227	2914	2 27	125	218107	6032	5233	2183	166
2507	2293	3785	2458	2 70	145	107355	8422	1972	2406	163
2896	2837	4887	3203	2 10	127	142855	7065	4034	2699	163
3017	2758	5168	3207	1 90	145	120845	6445	2716	2092	173
2302	2185	3938	2553	2 07	128	104944	8958	4169	2227	149
3221	3142	5613	3719	1 93	158	153900	6482	3033	1241	168
3524	3525	5308	3351	1 49	146	134455	11204	2130	780	179
2452	2296	4106	2559	2 23	134	127650	6775	2553	1165	158
3627	3724	5930	3913	2 37	148	166450	8533	3824	2360	194
4306	4397	7318	4630	1 72	159	176145	9725	3147	2296	200
2809	2776	4489	3052	1 62	108	120860	5115	1544	2867	134
2460	2358	3812	2231	1 94	106	71750	4846	2607	1327	122
2132	2133	3602	2211	2 10	112	84600	5471	3155	1211	242
2291	2099	3711	2448	2 16	108	107550	8902	4963	1962	102
3130	3086	4893	3538	1 97	141	128915	5451	7173	3167	175
4111	4101	5761	4014	1 62	157	178820	10868	3786	2395	194
4349	4208	7027	4643	1 96	191	194175	7817	5976	3512	244

ABSTRACT [A]—

SCHOOL

COUNTIES.	School townships.	Independent districts.	Number of sub-districts	SCHOOLS.			TEACHERS.			
				Ungraded.	Rooms graded.	Average duration in months.	Number employed.		Av. monthly compensation.	
							Males.	Females.	Males.	Females.
Jefferson .....	9	28	68	91	32	7.6	40	187	36 02	27 98
Johnson.....	16	48	114	153	64	8.0	50	297	33 99	28 03
Jones.. .....	9	65	70	127	53	7.8	46	238	43 16	29 46
Keokuk .....	2	115	24	128	71	7.6	75	234	38 64	28 56
Kossuth .....	28	9	210	211	51	7.9	66	131	41 05	33 86
Lee.....	7	65	47	103	106	7.0	40	244	39 92	25 40
Linn.....	11	74	105	169	198	8.0	75	198	46 78	38 74
Louisa .....	9	26	62	88	29	8.2	39	163	44 38	36 61
Lucas.....	4	60	33	90	37	7.5	27	129	39 52	27 36
Lyon.....	12	18	82	123	38	8.5	49	187	38 28	33 86
Madison. ....	12	27	103	134	34	7.5	55	239	37 50	30 37
Mahaska.....	9	74	67	143	80	8.1	68	274	37 91	36 67
Marion.....	4	113	22	137	58	7.4	52	251	33 77	27 85
Marshall.....	12	58	91	137	104	8.1	70	286	39 76	38 41
Mills.....	4	63	19	81	47	8.7	35	147	46 50	34 75
Mitchell.....	8	46	54	90	44	7.8	29	162	44 80	29 24
Monona .....	16	15	122	141	40	8.1	33	269	45 20	31 13
Monroe .....	6	49	49	93	38	7.0	37	159	39 91	26 78
Montgomery .....	10	23	85	103	52	7.8	35	225	38 60	32 42
Muscatine.....	11	27	67	86	85	8.5	33	224	44 68	32 36
O'Brien.....	15	7	119	134	53	8.3	42	236	49 50	33 56
Osceola.....	11	3	92	92	17	7.9	38	141	44 04	33 85
Page.....	11	47	80	119	68	8.1	50	231	45 38	34 24
Palo Alto.....	16	6	121	119	42	8.0	27	192	40 55	32 02
Plymouth .....	23	9	159	170	49	8.5	39	292	43 95	33 08
Pocahontas.....	15	13	128	134	37	7.8	50	256	39 95	31 48
Polk.....	13	58	93	133	343	7.8	73	572	47 27	33 41
Pottawatomie.....	25	26	215	230	160	8.7	75	526	47 15	36 36
Poweshiek.....	14	22	116	134	48	8.0	48	255	42 54	33 95
Ringgold.. ..	12	39	96	124	39	7.9	63	227	35 50	27 79
Sac. ....	16	9	132	130	43	8.5	30	244	49 99	32 64
Scott.....	13	29	79	102	154	9.0	55	268	50 36	39 43
Shelby.....	16	10	133	132	49	8.5	66	231	39 61	34 05
Sioux.....	21	13	160	173	70	8.9	52	196	43 43	34 20
Story.....	14	30	115	134	66	7.6	76	293	44 63	32 81
Tama.....	12	79	98	167	55	7.9	59	317	41 80	29 99
Taylor.....	13	27	100	119	50	8.3	58	270	38 79	31 46
Union.....	10	24	88	105	60	8.1	40	255	38 78	28 65
Van Buren.....	8	50	66	114	39	7.3	51	201	38 13	26 67
Wapello.....	8	49	53	95	117	8.0	43	285	44 40	36 08
Warren.....	6	89	52	132	41	7.8	60	246	36 66	27 87
Washington.....	6	86	50	127	51	7.8	48	230	38 59	28 27
Wayne.....	13	33	91	117	41	7.1	70	206	38 09	27 08
Webster.....	18	43	137	172	74	7.5	40	346	39 20	29 94
Winnebago.....	10	11	75	78	34	7.0	30	135	42 65	31 12
Winneshiek.....	14	46	97	129	47	7.2	43	233	38 37	27 59
Woodbury.....	17	43	137	181	184	8.5	62	478	49 92	33 23
Worth.....	12	6	88	88	19	7.4	32	77	34 11	30 56
Wright.....	15	15	122	133	53	8.1	52	270	45 73	32 66
Total.....	1187	3711	9449	12623	5875	8.0	4757	24088	41 53	30 68

## REPORTS FOR 1901—CONTINUED.

## STATISTICS.

PUPILS.				month per pupil.	SCHOOLHOUSES.		GENERAL.			
Between the ages of 5 and 21					Number.	Value.	Value of apparatus.	Volumes in libraries.	Trees in thrifty condition on school house sites.	Schoolrooms in which effects of stimulants and narcotics are taught.
Males.	Females.									
2705	2637	4339	2728	172	99	95790	2815	2046	1491	123
3820	3680	5774	4014	198	170	155879	9408	7541	4212	195
3559	3344	5621	3709	236	140	154000	9566	5156	1916	177
4241	4036	6519	4463	167	145	139835	8453	5378	3750	196
3966	3698	6011	3765	206	223	169990	10491	3464	2263	261
5865	5767	6988	5152	179	127	394625	6378	4256	2495	200
9421	9049	12696	9146	191	202	629550	15752	6943	3392	316
2234	2087	3622	2343	148	90	107738	5079	3808	1800	116
2813	2684	4204	2897	150	99	135820	1982	1360	2430	127
1117	2274	3987	2390	242	132	113465	6685	3174	1619	158
3049	2846	4809	3286	175	143	108130	4548	2546	1895	170
5325	5093	8259	5473	167	161	251130	7868	3112	2649	216
4165	3977	6682	4615	143	154	174830	6120	4223	2034	186
4581	4402	7029	5260	266	155	629275	11480	7449	2030	237
2973	2797	4401	2651	213	91	121065	6002	8096	2572	125
2480	2398	3884	2388	215	110	108100	5241	6442	3046	136
3287	3086	5048	3205	221	148	136740	6294	2884	2756	180
3471	3327	4686	3151	155	101	82275	1420	1576	9004	131
2869	2859	4111	3236	221	114	183480	5272	4264	2912	150
4482	4177	6073	4300	178	105	230880	4700	3394	1979	179
2970	2930	4812	3482	237	141	175540	15900	13536	2178	179
1672	1568	2684	1686	220	95	58140	4123	8292	1875	109
3773	3711	6282	4276	176	136	174908	8201	2814	6087	185
2542	2346	3731	2216	233	131	111445	8345	9238	2366	144
4039	3913	5498	3587	217	180	151800	11295	5680	3049	219
2737	2525	4256	2720	216	145	104540	7241	5610	4395	171
13487	13432	18813	13147	236	190	556238	35151	12237	3621	190
7807	7960	12688	8871	203	263	494796	46536	4445	3703	253
2976	3044	4894	3505	212	147	152180	6864	4429	3420	182
2678	2514	4445	2960	175	135	95230	4682	2249	1368	162
3150	3061	4821	3192	188	142	118870	6475	6744	2525	173
8446	8241	10310	7526	205	126	749835	12755	6068	3796	256
3122	3001	4695	3067	218	145	117253	7761	7868	3232	176
4355	4286	6270	4280	204	188	168550	11050	5425	3272	243
3735	3707	6183	4275	167	149	147990	11658	4423	2392	199
3995	3698	6106	4228	232	182	206050	8218	4370	3418	214
3158	3084	5330	3482	174	132	103535	5175	2480	2035	168
3213	3107	5103	3489	199	122	196700	7163	3066	2110	164
2771	2588	4344	3136	154	116	128550	3737	1728	2174	153
5699	5727	9132	6344	176	116	396500	6650	4254	1902	131
3410	3389	5753	3753	150	145	111227	5398	3949	2216	182
3165	3059	5070	3429	180	139	157150	5077	5370	2131	177
2923	2952	5047	3446	166	126	109675	5299	2050	1289	157
4765	4726	6989	4403	252	189	263910	7896	9878	2622	243
2236	2066	2665	2192	207	94	100225	5179	2894	1194	118
3875	3847	5216	2860	217	148	152688	4776	3597	117	138
10542	10117	15055	9459	200	219	867826	16630	6995	3869	352
1941	1868	2865	1978	160	97	63610	3650	1547	786	106
3293	3104	5244	3674	211	111	142815	5844	6378	1550	186
373284	361897	562662	373547	198	13222	18223749	801789	453454	225463	17438

ABSTRACT [B]—REPORTS FOR 1901.

SCHOOL FINANCES.

COUNTIES.	TEACHERS' FUND.								
	DEBIT.				Total debit or credit.	CREDIT.			
	On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.		Paid teachers since last report.	Paid for library books.	Paid for other purposes.	On hand.
Adair .....	\$20675 25	\$40147 35	\$6013 81	\$ 990 45	\$67826 86	\$45c77 92	.	\$301 29	\$22447 65
Adams .....	19826 75	30010 86	4337 75	299 34	54470 70	35742 44	228 38	115 02	1834 86
Allamakee .....	16866 60	32657 23	5292 85	1068 79	55885 47	35851 19	313 18	83 30	1965 80
Appanoose .....	21115 24	36309 43	7521 18	745 71	65691 56	45398 81	226 38	161 73	19904 64
Audubon .....	20050 96	32422 14	4376 79	661 68	57511 57	3717c 10	198 03	152 88	19990 56
Benton .....	52021 48	55203 33	13897 10	1035 18	122157 09	69125 70	388 47	486 29	52156 63
Black Hawk .....	34072 92	74199 72	12076 22	1566 81	121915 67	79995 22	43 78	704 58	41172 09
Boone .....	30274 10	56089 79	8426 61	951 58	95742 08	62745 39	169 28	126 29	32701 12
Bremer .....	18596 85	28519 68	5237 37	1677 21	54031 11	34597 70	107 96	417 15	18008 30
Buchanan .....	26056 07	47892 11	8324 14	1391 65	83663 97	55628 33	438 28	517 29	27080 07
Buena Vista .....	29862 11	42799 04	10603 80	883 10	84148 05	50771 23	189 34	48 75	33138 73
Butler .....	37606 43	43046 02	7417 65	1797 30	89867 40	51880 80	127 90	197 44	37661 20
Calhoun .....	28186 74	45557 43	6822 99	1113 60	81680 76	54845 39	272 68	109 85	26452 84
Carroll .....	26112 11	59800 75	8445 50	869 15	95227 51	56791 57	71 37	191 50	38173 07
Cass .....	35466 73	60189 05	10389 c6	1907 90	107952 74	66792 64	267 24	168 11	40724 75
Cedar .....	33067 24	48912 44	9256 31	1526 76	93662 75	55162 59	263 73	399 22	37837 21
Cerro Gordo .....	29878 28	52063 64	7803 69	1105 92	90851 53	59428 01	233 46	247 47	30042 59
Cherokee .....	31152 45	46760 66	9751 0c	516 03	88180 14	56611 95	322 54	38 00	31207 05
Chickasaw .....	16956 12	33602 36	4748 64	754 21	56061 33	37854 77	31 48	38 62	18136 40
Clarke .....	12184 57	23973 82	5172 20	532 89	41863 48	29322 96	255 29	118 01	12167 22
Clay .....	26461 39	34754 89	4885 24	990 12	67091 64	41731 89	222 22	424 38	24713 15
Clayton .....	25829 13	50659 86	9291 53	1804 73	87585 25	59440 96	236 95	253 12	27654 22
Clinton .....	46329 57	104996 39	15263 94	1841 96	168431 86	110106 23	180 88	342 48	57802 27
Crawford .....	41735 48	58638 23	7454 83	1168 53	108997 07	63705 45	271 19	185 00	44895 43
Dallas .....	28885 70	59016 14	8009 93	2397 03	98308 80	68888 46	4 40	266 30	29149 64
Davis .....	7188 06	16828 11	7408 32	103 40	31527 89	23658 c7	337 08	8 48	7524 26
Decatur .....	18080 83	31293 65	5479 56	992 11	55846 15	37885 27	67 60	51 00	17572 28
Delaware .....	19525 31	40948 58	6643 96	3795 58	70913 43	45920 55	169 58	231 41	24501 89
Des Moines .....	25076 26	75105 11	11894 45	714 70	112790 52	89056 91	100 66	103 42	23469 53
Dickinson .....	11338 36	24272 45	3466 95	417 89	39495 65	26358 53	52 91	90 74	12993 47
Dubuque .....	18547 77	84914 31	19569 95	447 56	123479 61	103966 87	369 39	660 67	18482 08
Emmet .....	15361 86	25770 41	3363 03	6 50	44501 80	28360 26	41 98	.....	16099 56
Fayette .....	34715 62	54982 82	11732 87	1236 66	102667 07	6c420 63	204 90	296 57	41745 87
Floyd .....	19350 61	42421 68	6776 39	1012 01	69560 69	45765 05	143 70	1963 37	21688 57
Franklin .....	27819 11	39166 03	5939 20	626 04	73850 38	43924 17	271 52	134 28	29540 41
Fremont .....	27599 73	46865 01	6595 50	2529 75	83589 99	54901 92	258 85	604 60	21824 62
Greene .....	26259 44	45605 50	7580 27	711 93	80157 14	49707 96	289 33	52 30	30107 55
Grundy .....	27302 02	35482 95	7001 31	1073 15	70859 43	43951 7c	101 97	278 43	26527 33
Guthrie .....	28896 92	51823 19	7324 08	3163 59	91207 78	57029 39	76 05	84 25	34018 09
Hamilton .....	3167c 08	42470 10	8328 00	1035 86	835c4 94	50714 91	385 39	471 94	31932 70
Hancock .....	25279 92	43501 17	4650 24	289 70	73721 03	46710 21	02 72	10 0c	26908 10
Hardin .....	40253 98	64320 52	11012 64	2185 65	116772 79	64493 62	257 98	904 40	51116 79
Harrison .....	40602 72	60065 43	10755 22	1628 93	113052 30	696c8 95	79 87	346 28	43017 20
Henry .....	20762 92	34952 29	7115 41	546 75	63377 37	39552 54	187 57	254 55	23383 71
Howard .....	16486 20	27511 10	5225 22	400 57	49623 c9	33578 82	191 70	1158 83	14603 74
Humboldt .....	28697 54	30157 99	4287 11	1001 21	64143 85	39039 00	5 30	719 21	24380 34
Ida .....	15530 19	42691 41	3928 45	1817 45	63967 50	44414 21	57 15	171 48	19324 66
Iowa .....	29918 48	45008 92	7864 90	4691 07	87483 37	52235 24	404 61	1902 54	39940 98
Jackson .....	38084 79	47047 77	8043 71	1573 70	94749 97	53525 57	201 25	823 83	40199 32
Jasper .....	37869 44	53520 92	11579 46	2338 70	105308 52	67954 75	141 30	118 23	37094 18

ABSTRACT [B]—REPORTS FOR 1901.—CONTINUED.

SCHOOL FINANCES.

COUNTIES	TEACHERS' FUND.								
	DEBIT.				Total debit or credit.	CREDIT.			
	On hand at last report.	Received from district tax.	Received from semi-annual apportionment.	Received from other sources.		Paid teachers since last report.	Paid for library books.	Paid for other purposes.	On hand.
Jefferson .....	\$ 16883 32	\$ 26529 03	\$ 6006 82	\$ 984 14	\$ 50403 31	\$ 32664 78	\$ 186 60	\$ 316 64	\$ 17325 29
Johnson .....	25388 47	53254 77	11068 50	1571 45	91283 19	63752 92	64 78	857 8c	26607 69
Jones .....	30340 16	43565 28	8679 11	1465 17	84049 72	52630 34	207 35	1120 81	30091 22
Keokuk ..	29327 21	49154 86	11142 53	2498 30	92122 92	56693 23	450 23	1601 40	33378 06
Kossuth ..	33017 39	66895 24	10048 18	2534 52	112495 33	39959 21	254 53	189 91	72091 68
Lee.....	14042 93	57157 64	11591 88	2319 25	85111 70	71354 86	36 89	173 64	13546 29
Linn .....	41306 23	116972 70	19101 53	3214 75	18059 21	140345 80	361 69	714 56	39173 16
Louisa ....	17479 37	29066 08	5036 52	1188 87	52770 84	34190 51	177 61	40 82	18361 90
Lucas .....	13534 86	28524 95	5670 80	809 59	48540 20	32590 30	201 57	474 37	15273 96
Lyon .....	27399 83	43947 93	5256 68	1191 40	77795 84	49183 64	308 48	2196 82	26106 90
Madison .....	22599 00	33418 53	7762 02	868 33	64617 88	42975 39	655 02	385 70	20631 77
Mahaska .....	31337 84	54776 06	8641 55	1832 50	96587 95	73124 19	139 09	414 53	22910 14
Marion .....	28963 71	41183 69	7896 42	1058 38	79302 20	48976 14	181 80	483 69	29660 57
Marshall .....	33475 89	72877 71	6506 84	4104 72	116965 16	87855 83	.....	184 48	28924 85
Mills .....	29016 70	29473 99	7011 00	1268 93	66770 62	44735 23	297 99	466 12	21271 28
Mitchell.....	17619 37	39906 94	7247 06	1625 20	66398 57	39345 25	127 32	416 69	26509 31
Monona.....	28882 03	43065 00	6348 00	1086 74	79381 77	51787 44	152 45	616 88	26825 00
Monroe ....	12620 57	26166 09	5659 09	2424 91	46870 66	30974 98	122 54	168 64	15604 50
Montgomery ....	21857 24	42670 11	6666 33	2442 49	73636 17	51109 47	103 14	114 00	22309 56
Muscatine. ....	21343 87	57354 12	8589 11	1059 79	88346 89	67764 80	37 90	35 71	20508 48
O'Brien .....	24337 66	52022 39	6843 08	2625 66	86028 79	58666 95	.....	164 88	27136 96
Osceola.....	16561 70	29485 32	3695 32	624 05	50366 39	29421 17	84 74	153 58	20706 90
Page .....	28645 30	54028 86	9337 71	2171 15	94183 02	61790 43	296 34	323 37	31772 88
Palo Alto ...	19630 84	38675 16	4124 99	670 28	63101 27	40698 24	156 14	1564 48	20682 41
Plymouth .....	35121 50	60100 00	8204 45	1061 07	104187 02	66050 89	227 51	56 66	38151 96
Pocahontas ....	27233 59	39811 42	5603 69	865 20	73513 90	45994 63	219 21	50 27	27299 56
Polk .....	74115 26	222950 05	29265 36	1795 38	328126 05	243481 19	155 23	6649 78	77839 85
Pottawattamie ..	59911 93	134388 61	16991 44	1654 01	212876 01	157273 44	401 70	378 61	54822 26
Poweshiek .....	34684 82	50080 96	8613 89	1780 66	95160 33	59717 91	58 02	25 00	35359 40
Ringgold .....	18560 46	35018 26	5956 78	834 48	60369 98	40307 38	135 91	55 91	19870 78
Sac .....	35461 18	40444 34	6718 09	1360 04	83983 65	51123 73	78 40	.....	32781 52
Scott .....	45173 30	125107 81	19628 02	1933 17	191842 30	140090 26	274 57	804 03	50673 44
Shelby .....	32615 61	49303 22	6545 61	1137 61	89602 05	56214 48	245 86	103 14	33038 57
Sioux.....	43565 70	74249 38	9547 68	668 79	128031 55	77985 30	69 80	195 86	49780 59
Story.....	29031 10	56178 67	11871 90	1479 78	98561 45	60229 95	346 32	801 76	37183 42
Tama.....	32449 27	56377 78	8864 53	2730 64	100422 22	68080 46	131 64	238 79	31971 33
Taylor .....	25442 82	45049 19	6615 23	1316 40	78423 64	50404 45	227 10	124 50	27667 59
Union . . . . .	25158 75	46517 23	6228 54	1921 72	79826 24	50787 75	61 30	38 06	28939 13
Van Buren .....	24288 76	27113 13	6839 26	2028 06	60269 21	35383 03	152 14	466 25	24267 79
Wapello .....	17659 83	80939 55	7346 48	1645 96	107591 82	89681 97	341 97	681 75	16886 13
Warren.....	31286 59	33703 23	7275 67	858 39	73123 88	43949 81	271 85	119 39	28782 83
Washington .....	26759 19	39051 96	9356 52	1928 89	77096 56	48113 18	146 39	129 68	28707 31
Wayne .....	18703 16	32018 48	6626 07	2058 59	59106 30	38827 22	189 91	287 12	20102 05
Webster ....	29914 08	59134 48	10132 34	471 16	99652 06	67722 23	373 41	1452 16	30104 26
Winnebago .....	16808 13	28237 09	4881 09	463 53	50389 84	31378 72	149 14	2237 80	16624 18
Winneshiek .	24266 66	34460 50	9874 41	602 95	69204 52	43911 85	391 04	186 22	24715 41
Woodbury .....	49001 12	142417 92	20282 28	16407 18	228108 50	160854 81	180 54	318 80	66754 35
Worth .....	13375 74	20262 20	4115 91	679 12	38432 97	23996 00	23 80	28 40	14384 77
Wright.....	38359 72	49027 45	7266 76	2205 60	96859 47	55834 73	52 79	1042 62	39929 33
Totals .....	2736979 11	5017565 18	827955 34	155667 04	8738166 67	5747339 29	19064 58	47137 19	2924625 61



## ABSTRACT [B]

## SCHOOL

Adair.....	\$ 831 53	\$ 2792 82	\$ 32 42	\$ 3656 77	\$ 894 81	\$ 2067 80	\$ 2 00	\$ 208 67	\$ 48349
Adams.....	2092 02	1598 04	12336 65	16027 61	6697 68	1201 03	9 00	114 03	8005 87
Allamakee...	712 67	1919 69	2534 65	5167 01	1970 98	816 39	.....	101 26	2278 98
Appanoose...	1251 02	8076 36	722 40	10049 78	3315 51	3468 62	.....	172 97	3092 68
Andubon....	3467 61	1647 93	2110 63	7226 17	2674 70	465 63	.....	205 19	3880 65
Benton.....	3865 95	9566 72	6361 90	19794 57	9786 83	5011 69	..	2675 21	2320 84
Black Hawk..	18708 93	12483 06	38850 73	70042 72	29859 86	7041 00	..	700 90	32441 02
Boone.....	3475 51	18934 88	9321 61	31732 00	25765 47	4254 48	82 24	330 27	1299 54
Bremer.....	1157 77	2820 50	2048 06	6026 33	2481 83	2200 67	.....	716 80	627 03
Buchanan....	1329 85	6797 82	1079 82	9207 49	1434 19	3488 83	.....	1206 40	3076 07
Buena Vista..	2949 67	8326 92	839 04	12115 63	2662 59	4962 20	.....	539 39	3951 45
Butler.....	2312 68	5993 24	2026 89	10332 81	3343 27	3015 06	7 00	1289 90	2677 58
Calhoun.....	1573 24	7378 04	534 44	9485 72	4253 15	1713 55	80 36	1340 87	2097 79
Carroll.....	3741 26	4829 46	2235 55	10806 27	3661 20	3026 00	.....	580 19	3518 88
Cass.....	3607 26	7414 68	50 87	11072 81	868 50	5433 91	.....	529 65	4240 71
Cedar.....	1742 00	4413 55	281 47	6437 02	1712 54	1640 50	08	1361 85	1720 05
Cerro Gordo..	3410 53	8871 06	6894 64	19176 23	10606 79	1838 66	.....	1478 88	5351 90
Cherokee.....	1901 23	7266 60	1032 42	10200 25	2205 56	3755 38	.....	549 07	3690 24
Chickasaw...	2415 75	3038 48	107 70	5561 93	1766 48	1661 26	.....	443 15	1691 04
Clarke.....	2673 31	3065 43	293 60	6032 34	838 91	2289 71	.....	221 76	2681 06
Clay.....	4678 41	6580 77	1931 44	13190 62	3805 14	4719 83	.....	2732 43	1933 22
Clayton.....	1366 51	5416 91	2225 64	9009 06	3808 73	2397 39	.....	1190 26	1612 68
Clinton.....	7850 65	24239 36	53785 81	85875 82	18832 71	59334 70	2 91	873 72	6831 78
Crawford....	1651 21	9215 51	1407 28	12274 00	1284 87	3979 77	213 74	1148 09	5647 53
Dallas.....	6256 77	5292 72	1904 68	13454 17	5977 45	4329 58	.....	929 30	2217 84
Davis.....	845 67	1804 64	3590 00	6240 31	3372 98	447 22	.....	923 63	1496 48
Decatur.....	1354 20	6190 08	201 71	7945 99	2359 77	2480 69	.....	238 79	2866 74
Delaware....	2937 48	4658 07	3886 08	11481 03	4876 78	1812 40	25 00	78 48	4688 97
Des Moines...	1301 61	10844 56	515 00	12661 17	1885 05	6697 89	.....	2272 55	1805 68
Dickinson...	2618 52	5775 13	111 72	8505 37	2682 64	1220 40	31 66	916 38	3654 39
Dubuque.....	1946 88	16710 10	4113 54	22770 52	8050 57	10011 37	10 40	613 97	4064 21
Emmet.....	3689 89	8227 65	551 25	12528 79	5094 55	3052 50	63 66	138 84	4179 24
Fayette.....	1347 69	6628 12	4285 44	12261 26	5273 17	2765 17	10	850 35	3172 47
Floyd.....	4195 17	11614 24	1052 99	16862 40	11862 07	2273 19	.....	1478 72	1848 42
Franklin....	2912 10	3890 09	661 65	7463 84	1532 18	1645 96	.....	693 46	3592 24
Fremont....	1149 61	3126 94	1966 52	6243 07	3162 40	1544 35	.....	573 96	962 36
Greene.....	1916 52	3626 15	129 32	5671 99	.....	2994 86	.....	808 10	1869 03
Grundy.....	437 90	4562 20	1301 68	6302 78	1481 07	2990 89	.....	415 32	1416 10
Guthrie.....	6976 53	8070 35	10344 48	25391 36	6198 31	12006 12	47 10	3407 82	3732 01
Hamilton....	4835 98	7923 89	3347 85	16107 72	8213 65	2442 91	1 68	624 09	4825 38
Hancock....	5550 58	7510 23	2066 03	16026 84	6680 84	789 79	8 75	2099 21	6548 25
Hardin.....	2550 86	16318 19	6111 32	24980 37	3765 99	12199 43	.....	2967 88	6047 87
Harrison.....	3677 07	12331 82	1805 53	17814 42	6472 72	7233 92	.....	506 22	3511 56
Henry.....	1476 25	3869 40	13 24	5358 89	451 00	3287 52	.....	568 14	812 23
Howard.....	1004 49	4518 94	.....	5523 43	.....	2820 94	10 00	763 65	1928 83
Humboldt....	1727 34	3035 89	3445 64	8808 87	2586 65	1241 30	.....	517 08	4463 84
Ida.....	2307 69	5955 79	242 95	8506 43	1182 25	1287 43	.....	4200 87	1835 88
Iowa.....	4771 59	4855 21	332 49	9959 29	.....	4027 12	.....	456 16	5476 01
Jackson.....	9791 79	5930 80	277 40	15999 99	9004 25	2528 26	.....	1550 10	2917 38
Jasper.....	1113 59	10163 93	1966 12	13263 64	7326 50	2052 83	.....	1404 07	2480 24

REPORTS FOR 1901—CONTINUED.

FINANCES.

CONTINGENT FUND.											
DEBIT.			Total debt or credit.	CREDIT.							
On hand at last report.	Received from District tax.	Received from schoolhouse fund and other sources.		Paid for fuel, rent, repairs, insurance and janitors.	Paid secretaries and treasurers.	Paid for records and apparatus.	Paid for library books and dictionaries.	Paid for free text-books.	Paid for general supplies.	Paid for other purposes.	On hand.
\$ 6506 32	\$ 13803 53	837 10	\$ 21146 95	\$ 10160 37	1322 51	\$ 581 37	\$ 172 44	\$ 509 67	\$ 1316 55	\$ 706 22	\$ 6377 82
5014 18	7863 65	1861 30	14739 13	5976 88	1020 27	235 96	82 63	.....	2085 37	639 99	4698 03
4938 90	9648 31	1186 34	15773 55	7075 02	1124 86	431 23	265 96	50 80	948 40	972 85	4904 43
6103 50	14895 18	2309 70	23368 38	7921 99	1219 37	187 04	32 65	19 34	243 66	8850 23	4834 70
6972 50	11286 38	1550 52	19809 40	7822 49	1158 81	172 53	105 26	296 66	969 31	3021 03	6263 31
9076 24	19774 15	4613 33	33463 72	15990 62	1860 81	313 23	76 62	43 34	1081 63	4055 18	10042 29
8880 71	28288 51	2384 52	36553 74	19314 11	1423 01	560 11	64 16	18 80	1038 11	7652 96	10082 48
8698 70	21027 10	785 74	30511 54	15457 01	1974 38	825 23	99 94	137 61	561 02	1357 12	10099 23
3800 74	10714 16	874 55	15389 45	7528 21	1155 47	428 03	203 60	31 86	154 15	1348 44	4539 69
4728 55	16561 93	4184 71	25475 19	12153 95	1386 90	405 64	459 10	15 60	967 77	4635 26	5450 97
10111 20	16602 29	1556 62	28270 11	13733 31	1249 46	748 68	251 10	.....	1309 67	1594 71	9383 78
9198 30	14957 69	1662 69	25818 68	10425 04	1464 70	1042 15	508 65	8 00	1387 78	2273 32	8709 04
5074 25	17167 18	1563 77	23805 20	12478 06	1490 86	583 49	179 68	752 31	969 20	1119 71	6231 89
13984 30	21307 73	2160 02	37452 05	12761 02	1733 33	186 30	151 89	88 71	2125 53	3369 74	17035 53
6612 24	20654 03	2637 10	29903 37	13179 18	1707 54	374 41	680 74	7 00	1294 96	1569 90	11089 64
9087 42	16770 90	1472 89	27331 21	11912 66	1600 50	304 92	129 17	8 87	1151 69	1793 53	10430 47
10657 78	18236 99	2128 15	31022 92	14794 06	1211 49	1639 36	228 72	13 53	2185 27	3013 80	7936 69
10477 21	17650 34	631 48	28759 03	12667 81	1546 74	874 68	356 18	.....	1109 64	1797 91	10406 07
4703 38	10080 14	1701 92	16485 44	8012 90	1124 99	95 86	184 66	.....	394 71	2048 32	4624 00
3373 46	9586 31	858 22	13827 99	6846 31	1070 88	36 40	25 94	.....	17 81	1812 99	4007 66
6891 75	13372 04	2066 36	22330 15	10158 57	1127 19	1043 58	36 67	... ..	2030 84	763 87	7169 43
5697 23	14050 85	2687 90	22435 98	9759 77	1596 58	594 77	359 45	22 88	1502 57	3637 30	4962 66
6838 47	38323 06	6380 52	51542 05	23932 54	2238 99	671 72	787 50	2461 27	2293 91	10193 15	8962 97
8988 68	24387 00	8198 57	41574 25	16970 21	2011 70	851 10	122 07	.....	2571 40	8841 51	10206 26
8672 71	20573 49	2014 86	31261 06	15322 22	1682 03	401 93	49 30	429 59	1528 51	1499 40	10348 08
2356 07	5927 75	301 08	8584 90	3860 65	1013 42	124 70	230 95	.....	252 11	677 63	2425 44
3594 19	10397 22	1668 18	15059 59	7474 28	1245 36	315 19	184 66	2 00	730 75	801 79	4305 56
5262 73	14242 01	429 78	19934 52	10429 58	1258 43	280 13	378 65	3 95	362 28	1174 98	6106 52
2206 62	26823 85	3525 90	32556 37	18900 61	1356 38	932 36	369 89	453 63	1625 11	4175 63	4742 76
2516 65	7424 71	906 22	16937 58	6342 92	914 26	313 37	70 66	.....	189 99	762 20	2344 78
8358 03	41827 58	463 74	50649 35	30508 59	1775 27	423 69	234 34	9 95	3016 88	6030 17	7650 46
1679 26	11820 21	239 31	13738 78	7571 27	687 58	267 39	205 08	.....	284 59	1987 16	2735 71
7362 88	20252 58	1297 19	28912 65	13898 01	1705 56	245 65	193 74	7 31	567 95	3206 55	9087 88
2651 91	19258 61	4046 50	25957 02	14960 05	1051 57	769 17	229 98	3 50	704 26	3982 16	4256 33
8915 27	13448 94	1156 96	23521 17	9674 61	1507 19	294 83	130 65	12 30	1258 56	1169 25	9473 78
7125 40	15542 99	1213 51	23881 90	11332 60	1292 72	297 10	241 04	.....	517 07	1008 49	9192 88
7653 42	17749 15	1824 82	27227 39	9479 74	1380 20	769 90	65 84	.....	2335 96	3469 57	9726 18
5692 93	13564 44	1798 99	21056 36	10744 65	1116 99	110 60	475 88	... ..	535 07	2230 99	5842 18
9563 22	19556 64	1064 01	30183 87	13917 46	1078 83	422 49	150 84	.... 4 00	1681 35	1363 89	11565 01
6370 02	17644 64	2134 66	26148 72	9584 22	1429 65	440 78	306 92	... ..	2931 20	2185 72	9270 23
8848 62	15659 76	2674 99	27183 37	11701 24	1274 37	978 29	148 66	491 52	1348 92	3858 36	7382 01
9143 44	23621 90	2158 73	34924 07	15113 01	1665 22	76 65	321 89	.....	2505 34	3498 99	11742 97
9808 77	23860 27	864 46	34533 50	14905 51	1554 25	376 07	425 58	709 13	1331 67	2001 85	13229 34
3645 01	13226 75	560 78	17432 54	9215 37	1284 13	206 15	110 87	9 51	301 10	1751 51	4553 90
6212 50	10228 07	1583 79	18024 36	8691 91	899 15	158 11	1794 08	... ..	335 17	310 55	5835 39
6523 46	11216 44	634 17	18374 07	7272 25	959 75	142 40	61 25	470 00	1282 26	2318 08	5868 08
3548 91	13708 80	4476 47	21734 18	11545 15	1042 90	427 32	23 70	75	1866 29	3138 93	4189 14
7548 22	14838 19	1744 40	24130 89	10601 64	1655 10	512 18	394 14	25 00	1496 85	1431 12	8014 78
9366 02	16014 75	1657 34	27038 11	12848 79	1560 77	423 51	295 72	157 37	1349 06	2772 91	7629 98
8997 40	21329 41	1348 05	31674 86	15901 62	1530 10	108 68	206 21	3 50	1196 44	1098 94	11629 27

ABSTRACT [B].  
SCHOOL

COUNTIES.	SCHOOLHOUSE FUND.								
	DEBIT.			Total debit or credit	CREDIT.				
	On hand at last report.	Received from district tax.	Received from other sources.		Paid for school-houses and sites.	Paid on bonds and interest.	Paid for library books.	Paid for other purposes.	On hand.
Jefferson . . . . .	\$ 1302 74	\$ 2774 49	.....	\$ 4077 23	\$ 129 57	\$ 670 01	.....	\$ 599 27	\$ 2678 38
Johnson . . . . .	89404 19	7377 67	\$ 2521 91	99303 77	7427 40	20106 90	.....	692 63	71076 24
Jones.....	1337 63	4017 05	14 98	5369 66	1942 97	1982 72	.....	56 64	1387 33
Keokuk . . . . .	8878 06	7374 28	1057 52	17309 86	5618 20	7368 73	.....	1135 23	3247 70
Kossuth . . . . .	6533 13	11681 19	2948 99	21163 31	3177 94	3886 37	...	7646 61	6402 39
Lee . . . . .	1582 19	10383 03	800 00	12865 22	1272 68	9009 58	.....	385 30	2197 36
Linn . . . . .	2096 94	32619 33	65512 36	100228 63	48872 84	15916 52	.....	5645 76	20793 51
Louisa . . . . .	637 79	3979 14	388 00	5004 93	2191 09	445 45	.....	1348 24	1020 15
Lucas . . . . .	18055 11	7628 75	1095 00	26778 86	20004 20	2439 16	.....	511 61	3823 86
Lyon . . . . .	6304 76	11351 09	5792 37	23448 22	3499 66	13163 23	\$29 00	623 65	6132 67
Madison.....	3998 80	15274 18	581 68	19854 66	16441 98	231 31	1 80	1671 65	1507 92
Mahaska . . . . .	1856 54	6772 80	7110 23	15739 57	5502 92	2382 54	58 20	3977 15	3818 76
Marion.....	4586 05	7139 43	25084 03	36809 51	6315 42	26028 75	...	1057 80	3407 54
Marshall . . . . .	1932 21	18640 79	3085 47	23648 47	9066 91	1406 90	.....	11622 88	1551 74
Mills . . . . .	2243 86	4561 53	1752 91	8558 30	2127 12	2565 14	12 00	526 76	3207 28
Mitchell. . . . .	2162 66	5566 48	5921 16	13650 30	817 20	10127 80	14 75	795 07	1894 58
Monona . . . . .	15148 12	5539 00	286 35	20973 47	14485 85	2649 27	51 11	1411 25	2375 99
Monroe . . . . .	5359 60	4583 21	2995 00	12937 81	8183 05	1069 91	.....	2398 36	1246 49
Montgomery ...	1908 13	7618 12	1400 01	10986 26	2156 24	6213 40	....	381 18	2235 44
Muscatine.....	2178 46	4789 42	1407 25	8375 13	1144 41	2269 50	.....	397 28	4563 94
O'Brien . . . . .	6388 64	9804 05	12186 91	28379 62	14842 27	5025 53	.....	3070 70	5441 12
Osceola . . . . .	2857 72	4470 67	195 97	7474 36	1814 25	983 92	.....	373 71	4302 48
Page . . . . .	1873 77	5510 67	17852 82	25237 26	18334 38	2461 15	25 00	1089 92	3326 81
Palo Alto.....	2647 46	5760 27	1755 63	10163 36	5551 57	918 45	.....	1820 40	1872 94
Plymouth. . . . .	5168 51	7217 44	.....	12386 04	924 53	4290 03	.....	1582 84	5288 64
Pocahontas . . . .	3588 91	7886 25	1095 39	12570 55	5779 31	1740 95	.....	1867 49	3182 80
Polk . . . . .	27635 61	36894 15	83009 03	147538 79	55932 20	21730 12	17 06	6200 05	63659 30
Pottawattamie..	76055 48	23016 83	4702 09	103774 40	81066 74	11726 11	.....	1613 40	9308 15
Poweshiek . . . . .	3295 12	7264 40	1177 63	11737 15	3396 08	3804 79	.....	1155 69	3380 59
Ringgold . . . . .	2996 63	5974 03	4226 49	13197 15	5753 07	4005 81	.....	407 06	3031 21
Sac . . . . .	2737 32	9480 25	819 03	13036 60	4202 13	3152 58	.....	1971 60	3710 29
Scott . . . . .	5282 29	37168 05	67107 61	109557 95	94080 35	1385 00	.....	10539 59	3553 01
Shelby . . . . .	2101 25	6018 12	672 48	8791 85	882 89	861 33	.....	6135 29	912 34
Sioux . . . . .	5759 24	7994 90	7821 09	21575 23	4518 26	4005 57	.....	1260 48	10090 92
Story.....	2748 89	4775 26	9939 70	17463 85	13551 36	425 80	.....	1564 49	1922 20
Tama . . . . .	4246 02	5655 10	6668 18	16569 30	5506 61	2720 70	7 40	2068 00	6266 59
Taylor . . . . .	1539 07	3128 05	6221 29	10888 41	3263 70	1330 46	.....	35 88	6258 37
Union.....	2986 28	4890 22	3717 94	11594 44	5189 48	2122 20	.....	1104 71	3178 05
Van Buren.....	5078 37	4810 41	7507 70	17396 48	11181 69	2554 58	1 93	1226 60	2431 68
Wapello. . . . .	2456 49	23136 13	1605 96	27498 58	13748 44	7150 10	.....	2698 56	3901 48
Warren . . . . .	5178 59	7124 66	7389 48	19692 73	5924 68	8226 08	.....	787 23	4754 74
Washington ...	3303 72	7126 73	1260 25	11690 70	1711 40	5263 51	.....	1514 46	3901 33
Wayne.....	7545 45	7606 39	17573 20	32725 04	2116 45	5515 16	56 38	18734 28	6302 77
Webster. . . . .	3463 49	15417 50	15152 58	34033 57	23262 06	3401 52	.....	2209 51	5360 48
Winnebago . . . .	590 02	4360 66	11357 64	16308 32	6195 64	8666 82	.....	286 69	1159 17
Winneshiek. . . .	2169 76	7305 87	1411 88	10887 51	3512 18	2766 85	.....	1994 40	2614 08
Woodbury.....	44123 19	21025 88	1870 84	67019 91	19049 10	8786 91	10 00	2028 55	37145 35
Worth . . . . .	2647 80	2860 18	100 00	5607 98	834 09	1218 30	...	898 35	2657 24
Wright.....	3842 55	9698 47	2567 29	16108 31	4717 74	3484 30	.....	387 11	7519 16
Total .....	575324 95	840326 43	630072 73	2046624 11	830565 68	486605 38	880 31	170221 55	558351 19

REPORTS FOR 1901—CONTINUED.

FINANCES.

CONTINGENT FUND.											
DEBIT.			Total debit or credit.	CREDIT.							
On hand at last report.	Received from district tax.	Received from schoolhouse fund and other sources		Paid for fuel, rent, repairs, insurance and janitors.	Paid secretaries and treasurers.	Paid for records and apparatus.	Paid for library books and dictionaries.	Paid for free text-books.	Paid for general supplies.	Paid for other purposes.	On hand.
2337 47	9991 86	2130 16	14459 49	6888 00	998 09	386 40	70 84	33 07	370 18	801 92	4920 99
6956 00	20632 47	1524 69	29113 16	14105 84	1710 14	500 86	274 15	424 99	2060 29	2070 09	7957 80
7235 43	12258 98	1651 05	21175 46	11337 43	1432 48	282 06	191 58	15 42	1560 38	1158 29	5197 82
6906 56	17202 19	2989 87	27098 62	12987 64	1647 77	558 03	288 09	187 21	637 91	2142 07	8349 90
11198 61	23754 81	2462 13	37415 57	17338 36	1880 62	490 22	233 85	.....	319 76	3174 16	13978 60
3694 43	22898 42	13056 25	39649 10	16515 78	1425 00	621 06	87 53	65 19	2321 03	14031 60	3681 91
6287 67	44530 66	5177 28	55995 61	33544 83	3700 14	2250 28	540 66	423 82	2066 17	4778 29	8691 42
3984 59	7642 06	2348 64	13975 29	6632 98	855 62	540 86	199 91	.....	914 92	1388 52	3442 48
3125 71	9409 90	2079 03	14614 64	8876 79	1071 85	195 98	102 11	30 15	336 76	804 35	3196 65
8190 11	17258 34	940 75	26589 20	11792 26	1476 25	1326 06	103 15	77 04	715 94	249 76	10648 74
7059 51	14863 06	715 00	22637 57	10863 81	1067 51	666 14	204 90	.....	1021 66	2661 05	6152 50
7537 46	22501 24	551 82	30590 52	14396 86	1816 17	154 89	145 98	89 30	186 97	3530 48	10269 87
4972 04	17422 09	3640 48	26034 61	10232 59	1778 67	176 38	122 92	16 77	1752 74	5479 30	6475 24
8689 03	29992 55	2959 74	41611 32	16952 90	1553 58	1215 64	1365 50	1906 18	3864 56	4916 09	9866 87
4954 67	14314 16	1369 68	20638 51	7948 86	1714 19	231 62	350 38	228 34	1137 20	2558 61	6469 31
4319 74	15686 56	767 76	20774 06	10697 47	945 71	114 45	232 09	2 20	542 98	2112 55	6126 61
5980 23	14727 75	2900 75	23608 73	11349 31	992 90	763 68	243 71	4 35	1634 60	2952 13	5668 05
2727 54	9091 77	1301 11	13120 42	6447 98	1204 27	55 67	172 01	.....	683 19	1780 58	2776 72
4088 95	17563 29	3957 68	25609 92	10051 77	960 55	1541 02	372 50	.....	1504 80	4751 59	6427 60
6442 69	17322 63	2407 27	26172 59	13862 28	1613 35	208 45	271 55	33 48	4454 17	1326 43	4402 88
5869 27	17497 76	4525 48	27892 51	14632 19	1357 59	180 07	57 95	16 00	2162 08	2778 88	6706 85
3949 85	9589 09	85 37	13624 31	6268 53	831 65	308 76	25 93	.....	162 59	1205 89	4820 96
4489 63	17824 65	1073 88	23388 16	11771 36	1513 91	184 68	105 33	607 65	1313 32	1547 64	6344 27
3873 93	10916 60	2265 46	17055 99	9219 59	1157 70	697 55	75 83	.....	542 32	873 28	4489 72
9794 63	20309 00	587 84	30691 47	14190 12	2190 00	819 32	253 32	.....	1115 41	2125 77	9997 53
5356 56	13000 87	2157 97	20515 40	8272 69	1307 39	314 40	90 63	172 09	1128 13	2903 66	6326 41
9859 18	77462 93	16222 25	103544 36	68302 00	3401 22	1233 20	421 03	2106 83	2439 18	6011 58	19629 32
18600 84	49953 18	7329 13	75883 15	43968 91	2479 62	1101 37	311 72	475 93	5558 22	6100 58	15886 80
8530 76	18142 32	1540 24	28213 32	13708 97	1241 44	186 18	237 48	92 49	1854 71	1368 83	9493 22
6148 43	12417 32	1467 17	20032 92	10421 26	1024 30	624 72	261 23	9 92	23 01	854 76	6813 72
7574 37	13983 36	1869 98	23427 71	10034 12	1158 09	341 44	381 56	.....	1619 97	1446 53	8446 00
7686 79	45423 77	23061 95	76172 51	54861 33	2808 06	205 60	117 31	6187 99	225 16	4844 56	6922 50
6749 52	15762 93	2401 00	24913 45	11832 13	1516 57	357 59	91 85	50 69	1650 11	2789 00	6625 51
10605 17	24351 89	1928 97	36886 03	15782 46	2275 80	240 55	240 02	892 68	2236 36	3561 43	11656 73
6564 04	18541 80	7537 48	32643 32	14137 42	1605 97	1171 04	128 78	1722 82	1787 33	4971 10	7118 86
10518 79	20216 61	1444 55	32179 95	13267 03	2046 59	523 50	548 13	702 52	633 18	3628 90	10830 10
4745 13	17419 73	1403 52	23568 38	11848 68	1496 61	637 74	461 65	1 65	569 91	2287 96	6264 18
4155 36	16748 19	3035 71	23939 26	12262 74	1181 42	292 92	207 86	2 38	2410 62	2516 37	5064 95
4573 92	9127 55	1243 20	14944 67	6891 84	932 31	220 16	104 64	57 65	425 58	1050 55	5261 94
4112 17	23416 90	1114 09	28643 16	13864 59	1169 11	2094 31	308 43	66 64	2041 93	3554 50	5543 65
6465 72	13676 70	631 04	20773 46	9769 62	1414 23	738 31	91 83	24 82	1035 96	869 33	6819 36
6418 18	15475 84	771 59	22665 61	10304 01	1473 01	126 07	116 59	2 93	411 21	1367 36	8864 43
2922 91	10702 31	3232 62	16857 84	7267 47	951 69	511 62	452 00	.....	924 75	2870 95	3879 36
6306 74	24320 61	1497 93	32125 28	15099 79	1992 85	335 00	330 41	117 58	315 84	5867 06	8066 75
1746 97	11727 27	4174 40	17648 64	7870 72	916 85	1534 55	147 27	537 84	741 30	2959 72	2940 39
5502 55	13031 71	1196 54	19730 80	10109 90	1276 67	554 99	224 81	.....	598 97	4080 93	2884 53
6742 43	61334 81	20174 98	88252 22	50383 31	2242 77	622 56	280 07	1265 25	1493 54	20944 34	9020 38
3383 78	6828 87	436 35	10649 00	4317 23	410 85	149 69	54 11	240 05	54 92	2292 23	3129 92
8546 46	18093 69	3495 86	30136 01	13557 04	1207 29	410 35	181 48	12 22	1527 35	3143 31	10096 97
648522 21	1833131 65	270440 00	2752093 86	1347870 33	144158 94	52003 82	24747 36	26183 49	126105 16	298769 72	732255 04

## ABSTRACT [C]—

## EXAMINATION

COUNTIES.	1st grade certifi- cates issued.		2d grade certifi- cates issued.		3d grade certifi- cates issued.		Special certifi- cates issued.		Kinderg'n certifi- cates issued.	
	Males	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Adair .....	7	37	11	49	13	162	.....	.....	.....	.....
Adams.....	7	25	21	150	.....	.....	.....	1	.....	.....
Allamakee.....	1	5	18	129	13	90	.....	.....	.....	.....
Appanoose. ....	6	8	42	107	14	101	.....	8	.....	12
Audubon .....	6	18	16	43	25	97	.....	1	.....	.....
Benton .....	11	56	28	170	.....	.....	.....	.....	.....	.....
Black Hawk ....	3	18	17	178	.....	.....	.....	4	.....	.....
Boone.....	8	38	11	59	34	178	1	8	.....	.....
Bremer.....	7	42	10	152	.....	.....	.....	.....	.....	.....
Buchanan .....	5	4	7	60	15	108	.....	4	.....	.....
Buena Vista .....	3	28	9	140	.....	.....	.....	.....	.....	.....
Butler.....	8	20	17	172	.....	.....	.....	5	.....	.....
Calhoun .....	5	39	17	110	12	72	1	2	.....	.....
Carroll.....	19	50	30	139	.....	.....	1	2	.....	.....
Cass.....	1	31	24	177	5	65	1	.....	.....	.....
Cedar.....	3	22	20	136	1	17	.....	1	.....	3
Cerro Gordo.....	6	20	16	159	11	61	2	11	.....	.....
Cherokee.....	9	26	17	103	8	61	.....	.....	.....	.....
Chickasaw .....	2	15	9	75	16	108	.....	1	.....	.....
Clarke ....	3	14	14	41	8	100	.....	1	.....	.....
Clay.....	6	17	19	91	10	94	.....	1	.....	.....
Clayton.....	14	27	41	146	14	71	.....	.....	.....	.....
Clinton .....	5	13	13	154	14	162	.....	10	.....	.....
Crawford.....	16	27	15	148	6	78	.....	1	.....	2
Dallas .....	2	24	17	87	40	135	.....	.....	.....	.....
Davis .....	10	4	25	32	24	61	.....	1	.....	.....
Decatur.....	8	15	29	82	17	78	.....	2	.....	.....
Delaware.....	2	33	10	170	.....	.....	.....	.....	.....	.....
Des Moines. ....	2	10	28	154	.....	.....	5	6	.....	6
Dickinson .....	.....	17	7	109	.....	.....	.....	3	.....	.....
Dubuque.....	11	27	5	132	3	150	4	4	.....	11
Emmet .....	2	19	4	52	3	48	.....	.....	.....	.....
Fayette.....	8	37	3	160	4	31	8	42	.....	.....
Floyd.....	3	15	5	83	.....	.....	.....	.....	.....	.....
Franklin.....	2	18	16	110	18	86	.....	1	.....	.....
Fremont.....	5	16	20	98	12	85	.....	7	.....	.....
Greene .....	5	18	15	102	9	136	.....	1	.....	.....
Grundy.....	4	7	11	49	25	127	.....	1	.....	.....
Guthrie.....	11	20	19	101	20	86	.....	.....	.....	.....
Hamilton.....	1	5	5	64	16	157	2	3	.....	2
Hancock.....	3	10	20	183	.....	15	1	.....	.....	.....
Hardin .....	10	54	35	235	23	80	.....	2	.....	.....
Harrison .....	8	34	10	85	.....	.....	1	5	.....	.....
Henry.....	7	15	19	115	5	39	.....	.....	.....	.....
Howard.....	6	10	10	90	9	86	.....	4	.....	.....
Humboldt.....	2	11	9	84	12	67	.....	1	.....	.....
Ida.....	10	36	14	70	4	36	.....	.....	.....	.....
Iowa .....	6	14	19	88	7	90	1	2	.....	.....
Jackson.....	3	22	8	121	9	67	1	.....	.....	.....
Jasper.....	2	40	35	234	.....	.....	.....	.....	.....	.....

REPORTS FOR 1901.

OF TEACHERS.

Total number issued.		Applicants rejected.		Applicants examined.		Different persons licensed.		Av. age of ap- plic'nts.		No exper- ience in teaching.		Taught less than one year.		Holding st'te cer- tificates or diplo- mas.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
31	248	5	28	36	276	31	216	26	21	5	33	6	32	3	6
28	176	6	74	34	250	26	124	24	22	4	16	6	30	2	4
32	224	18	29	50	253	32	230	24	21	5	41	6	57	4	2
62	235	3	10	65	245	54	178	20	23	7	34	7	45	4	1
47	159	1	35	48	194	34	*113	28	22	10	17	3	31	3	3
39	226	8	38	47	264	35	210	24	22	7	23	14	50	7	14
20	200	6	55	26	255	18	180	24	23	1	26	1	44	4	50
54	283	3	7	57	290	52	227	28	22	3	24	1	18	2	16
17	194	2	14	19	208	6	167	24	23	4	49	4	50	3	2
27	170	10	61	37	237	29	229	25	23	5	30	7	41	4	13
12	168	2	44	14	212	10	180	24	22	7	37	3	33	5	20
25	197	5	24	30	221	25	197	23	21	4	23	5	24	7	13
35	223	3	28	38	251	30	171	24	21	6	38	15	91	3	12
50	191	2	8	52	199	45	164	23	21	2	12	3	20	6	8
31	273	2	40	33	313	24	205	24	21	6	40	10	80	10	6
24	179	2	38	26	217	23	154	24	23	4	36	3	13	6	12
35	251	6	33	41	284	26	220	25	23	10	43	7	26	4	10
34	190	3	53	37	243	26	157	26	22	3	24	2	26	5	17
27	199	6	34	33	233	27	199	22	21	12	19	18	31	3	7
25	156	5	38	30	194	21	114	25	21	2	14	1	15	1	5
35	203	5	34	40	237	31	151	24	20	9	47	7	53	2	5
69	244	6	50	75	294	30	175	24	21	8	20	12	35	1	2
12	339	8	63	40	402	30	301	33	24	6	68	4	40	6	13
37	256	2	41	39	297	21	219	27	21	6	78	12	76	4	4
59	246	7	35	66	281	52	203	24	21	22	48	10	61	7	13
59	98	6	16	65	114	57	82	24	22	18	8	2	7	3	1
54	177	3	22	57	199	32	128	27	23	8	37	17	75	1	1
12	203	6	57	18	200	6	146	23	19	4	30	8	35	3	4
35	176	1	5	36	181	34	154	33	27	6	13	6	25	8	40
7	129	.....	2	7	131	7	106	23	19	2	11	2	13	4	5
23	324	.....	22	23	346	23	285	33	23	.....	18	1	20	5	2
9	119	2	9	11	128	9	108	29	22	4	18	4	38	4	11
23	270	8	60	31	330	23	270	23	22	4	29	10	26	3	6
8	98	.....	.....	8	98	8	98	24	22	1	7	.....	8	5	18
36	215	15	44	51	259	34	209	22	20	14	38	8	15	2	6
37	206	4	22	41	228	37	161	23	22	4	16	11	28	7	7
29	257	3	90	32	347	28	222	26	21	1	32	.....	19	6	10
40	184	3	6	43	190	32	153	24	22	16	41	1	36	4	9
50	207	.....	.....	50	207	42	200	25	21	10	15	18	25	4	10
24	231	5	32	29	263	22	168	27	21	3	12	1	17	3	8
30	214	5	23	35	237	28	180	25	20	6	36	8	27	2	5
68	371	1	20	69	391	45	230	28	21	23	78	40	151	4	12
19	124	1	13	20	137	19	124	26	21	3	40	4	69	13	14
31	169	2	20	33	189	23	156	25	22	4	50	4	35	4	1
25	190	8	85	33	275	24	130	24	21	6	38	5	23	2	7
23	163	2	33	25	196	20	143	24	22	11	25	13	30	5	7
28	142	3	12	31	154	25	126	23	24	4	7	5	18	3	8
33	194	4	25	37	219	24	114	27	22	3	36	11	49	4	7
21	210	.....	9	21	219	20	211	34	25	3	44	1	52	4	4
37	274	29	135	66	409	32	221	23	23	11	40	6	42	5	8

## ABSTRACT [C]—

## EXAMINATION

COUNTIES.	1st grade certifi- cates issued.		2d grade certifi- cates issued.		3d grade certifi- cates issued.		Special certifi- cates issued.		Kinderg'n certifi- cates issued.	
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
Jefferson.....	2	4	8	118	13	86	.....	2	.....	.....
Johnson... ..	9	26	37	244	.....	.....	.....	.....	.....	.....
Jones.....	8	19	9	192	.....	.....	.....	4	.....	.....
Keokuk.....	16	37	55	223	.....	.....	.....	1	.....	.....
Kossuth.....	15	72	21	215	.....	.....	.....	4	.....	.....
Lee.....	4	5	25	184	2	18	2	8	.....	.....
Linn.....	6	31	12	143	34	236	4	10	.....	.....
Louisa.....	6	27	11	43	26	66	.....	2	.....	.....
Lucas.....	.....	16	22	192	.....	.....	.....	1	.....	.....
Lyon.....	7	35	18	61	8	43	.....	5	.....	.....
Madison.....	10	18	22	154	19	88	.....	.....	.....	.....
Mahaska ..	6	8	14	72	27	171	1	1	.....	5
Marion .....	8	27	30	156	.....	.....	2	5	.....	.....
Marshall.....	3	15	43	256	.....	.....	2	5	.....	.....
Mills.....	6	32	15	78	13	61	.....	3	.....	2
Mitchell.....	7	14	14	126	.....	.....	1	.....	.....	.....
Monona .....	8	30	10	101	4	80	.....	.....	.....	.....
Monroe ..	4	9	10	56	15	99	.....	.....	.....	.....
Montgomery.....	7	31	10	96	8	73	.....	8	.....	.....
Muscatine.....	11	60	17	25	15	125	.....	.....	.....	.....
O'Brien.....	4	38	15	87	4	73	1	4	.....	.....
Osceola.....	3	7	10	35	13	111	.....	.....	.....	1
Page.....	6	22	40	80	10	60	.....	3	.....	.....
Palo Alto.....	2	3	13	61	6	116	.....	.....	.....	.....
Plymouth.....	8	36	16	165	1	28	.....	.....	.....	.....
Pocahontas.....	10	46	34	80	9	36	1	4	.....	.....
Polk .....	6	58	38	253	.....	.....	16	227	.....	19
Pottawattamie.....	4	106	30	240	.....	.....	3	16	.....	11
Poweshiek.....	8	34	11	97	10	95	2	8	.....	3
Ringgold.....	3	2	16	75	26	106	.....	1	.....	.....
Sac .....	7	16	11	117	7	117	.....	.....	.....	5
Scott.....	3	1	25	241	.....	.....	4	26	.....	.....
Shelby.....	14	43	36	145	.....	.....	2	7	.....	.....
Sioux.....	30	64	19	123	19	108	.....	.....	.....	.....
Story... ..	6	16	83	205	1	19	2	3	.....	1
Tama.....	13	23	27	150	6	58	1	5	.....	.....
Taylor.....	9	54	13	61	17	100	.....	.....	.....	.....
Union.....	10	31	16	117	9	67	2	1	.....	4
Van Buren.....	6	18	24	144	9	27	.....	1	.....	.....
Wapello... ..	8	22	20	138	16	96	3	8	.....	.....
Warren.....	11	33	23	83	18	93	1	10	.....	.....
Washington... ..	5	23	30	215	.....	.....	.....	.....	.....	.....
Wayne.....	6	9	37	88	17	108	.....	.....	.....	.....
Webster.....	4	48	11	110	7	155	2	2	.....	.....
Winnebago.....	3	20	18	96	5	25	1	6	.....	.....
Winneshiek.....	7	14	21	127	10	64	1	3	.....	.....
Woodbury.....	18	157	12	192	.....	.....	7	7	.....	.....
Worth.....	3	15	20	61	.....	.....	.....	.....	.....	.....
Wright.....	9	33	16	98	30	138	.....	.....	.....	.....
Total.....	663	2645	1934	12197	913	6231	90	547	.....	86

\*Average.



## CONTINUED.

## OF TEACHERS.

Total number issued.		Applicants rejected.		Applicants examined.		Different persons licensed.		Av age of applicants		No experience in teaching.		Taught less than one year.		Holding state certificates or diplomas.	
Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
23	210	3	29	25	239	15		26	25	14	35	2	46	3	6
40	270	7	85	53	355	26		23	22	5	51	9	60	3	13
17	215	10	58	27	273	12		24	22	2	58	1	10	4	2
71	261	20	97	91	358	62		28	24	5	54	3	16	5	6
36	291	7	92	43	383	34		23	20	6	56	2	33	5	11
33	215	.....	3	13	218	31		30	23	6	15	3	15	6	5
56	420	.....	78	64	498	59		25	24	16	59	9	40	.....	20
43	138	2	14	45	152	33		28	25	8	25	9	30	3	8
28	209	3	52	25	261	23		25	22	2	12	4	18	3	3
33	144	3	16	36	160	..		23	21	15	40	2	10	4	7
51	260	2	22	53	282	28		25	22	10	28	11	32	2	6
48	257	2	150	50	407	41		24	23	7	40	7	34	7	5
40	188	5	29	45	217	34		25	23	4	25	6	34	4	7
48	276	8	.....	56	356	34		25	24	3	30	8	40	8	19
34	176	1	14	35	150	18		24	23	4	23	...	19	3	11
22	140	.....	30	30	170	19		27	22	4	13	1	13	2	2
22	211	...	7	22	218	20		28	21	3	42	2	33	2	1
29	164	2	23	31	187	24		25	21	2	10	5	15	3	6
25	208	1	32	26	240	27		28	22	8	63	8	63	2	3
43	210	2	40	45	250	39		25	22	14	75	16	84	8	4
24	202	4	21	28	231	25		26	23	4	28	3	22	3	19
26	154		12	26	166	25		24	20	6	19	3	10	1	7
56	165	5	95	61	260	30		25	23	5	50	7	50	10	25
21	180	7	80	28	260	11		24	19	2	23	4	51	2	7
25	189	6	53	31	282	19		28	22	6	40	6	80	3	4
54	189	5	43	59	204	50		23	21	9	36	14	84	6	13
60	557	12	117	73	674	72		27	24	8	50	5	75	11	48
37	373	8	25	45	398	20		25	22	5	30	8	40	13	31
31	237	..	30	31	267	26		24	23	2	30	5	70	5	7
45	184	7	47	52	231	39		25	22	1	18	5	16	4	2
.....	255	2	63	27	318	16		20	24	1	18	1	14	5	12
32	268	2	8	34	276	24		32	25	2	31	2	8	10	2
52	195	6	48	58	243	27		25	21	15	32	20	40	3	8
68	295	15	57	82	352	78		28	21	3	41	8	60	7	7
92	244	39	121	131	365	70		24	21	3	6	10	35	7	10
47	236	14	58	61	294	38		23	21	13	34	10	27	4	12
39	215	1	33	40	248	32		23	22	7	48	6	22	7	9
37	220	1	12	38	232	34		26	23	5	30	5	50	2	4
39	190	2	9	41	199	34		25	23	6	34	8	32	6	....
47	264	6	35	53	299	47		24	23	3	30	5	25	3	15
53	219	4	21	57	240	46		27	23	8	43	5	35	3	3
35	238	11	98	46	336	27		26	22	6	19	7	20	4	10
60	205	3	17	63	222	51		24	21	7	33	5	12	3	2
24	315	7	61	31	376	21		28	22	1	45	6	98	9	21
27	147	3	14	30	161	22		23	21	9	23	10	38	4	6
39	268	10	60	49	268	33		24	22	8	36	8	36	3	6
.....	356	10	31	47	387	37		31	21	8	85	..	75	7	7
23	76	4	6	27	82	20		20	19	7	25	3	21	2	....
55	269	5	16	60	285	45		23	21	3	32	2	20	4	10
3600	21706	530	3926	4130	25632	2008		*25	*22	618	.....	646	3716	450	910



## ABSTRACT [D].

VISITATION OF SCHOOLS, APPEALS, ETC., 1901.

Adair .....	6	5	1230				
Adams .....	90	2	1252	1	9	110	18
Allamakee .....	208	3	1246	2	8	247	9
Appanoose .....	42	8	1248				
Audubon .....	80	9	1252				
Benton .....	337	50	1244	5	21	662	23
Black Hawk .....	140	3	1252	5	80	2589	
Boone .....	81	12	1244	1	5	150	5
Bremer .....	120	8	1244	14	18	681	136
Buchanan .....	73		1248	3	11	277	2
Buena Vista .....	149	2	1216	1	10	200	2
Butler .....	135	5	1240				
Calhoun .....	146	2	1240				
Carroll .....	96	2	1248	9	24	1279	
Cass .....	105	16	1252				
Cedar .....	128	4	1228	1	3	53	2
Cerro Gordo .....	124	30	1240	4	14	399	10
Cherokee .....	180	18	1252	2	4	132	
Chickasaw .....	132	1	1200	4	15	525	
Clarke .....	65	2	1248				
Clay .....	106	5	1248				
Clayton .....	200	9	1248	3	12	340	
Clinton .....	177	1	1252	11	53	1246	77
Crawford .....	92	21	1248	1	9	296	32
Dallas .....	90	50	1252	1	4	100	
Davis .....	99	24	1248	1	7	350	26
Decatur .....	80	3	1212	1	6	144	
Delaware .....	130	4	1204	3	18	332	
Des Moines .....	85	5	1252	6	37	1420	73
Dickinson .....	82	21	902				
Dubuque .....	78	4	1486	23	149	4613	221
Emmet .....	87	3	908				
Fayette .....	87	14	1248	1	24	391	4
Floyd .....	148	10	1250	2	20	506	50
Franklin .....	138	8	1248				
Fremont .....	163	1	1256	1	13	129	10
Greene .....	120	5	1248	1	3	55	2
Grundy .....	120	10	1228				
Guthrie .....	150	36	1252	1	5	197	21
Hamilton .....	144	8	1260	1	7	212	24
Hancock .....	127	14	1200				
Hardin .....	90	2	1252	2	10	185	26
Harrison .....	118	3	1252				
Henry .....	135	12	1224	7	39	1088	51
Howard .....	95	5	1220	3	8	149	9
Humboldt .....	177	10	1214	1	20	372	19
Ida .....	103	10	1224				
Iowa .....	86	5	1252	3	3	132	
Jackson .....	43	6	1252				
Jasper .....	60	12	1252	1	3	132	11

ABSTRACT [D]—CONTINUED.

VISITATION OF SCHOOLS, APPEALS, ETC, 1901.

COUNTIES.	VISITATION OF SCHOOLS.		EDUCATIONAL MEETINGS.			AP-PEALS.	C'MP'N SATION OF CO. SUPT.	COLLEGES AND PRIVATE SCHOOLS.			
	Schools visited by county superintendent.	Visits made during the year.	County association.	Township meetings.	Educational meetings held.	Cases decided by county superintendent.	Received for official services from Oct. 1, 1900 to Oct. 1, 1901.	Number.	Teachers employed.	Students attending.	Number of graduates, 1901.
Jefferson.....	125	165	Yes..	No ..	4 .....	.....	\$ 1198	3	21	327	25
Johnson.....	160	169	Yes..	Yes..	30 .....	3 .....	1200	2	144	1958	385
Jones.....	91	93	Yes..	No..	18 .....	.....	1244	.....	.....	.....	.....
Keokuk.....	150	160	Yes..	Yes..	5 .....	1 .....	1252	..	.....	.....	.....
Kossuth.....	128	128	No...	Yes..	52 .....	.....	1252	6	15	473	.....
Lee.....	119	199	No...	Yes..	2 .....	.....	1232	4	19	495	29
Linn.....	84	93	Yes..	No ..	5 .....	.....	1252	3	50	1042	68
Louisa.....	109	126	Yes..	Yes..	4 .....	.....	1252	.....	.....	.....	.....
Lucas.....	40	40	Yes..	No ..	5 .....	.....	1164	1	2	20	.....
Lyon.....	102	107	Yes..	Yes..	19 .....	.....	1256	..	.....	.....	.....
Madison.....	100	110	Yes..	Yes..	4 .....	3 .....	1252	.....	.....	.....	.....
Mahaska.....	152	156	No...	No...	5 .....	1 .....	1252	2	16	414	17
Marion.....	98	98	Yes..	No ..	5 .....	1 .....	1236	1	16	234	.....
Marshall.....	107	107	Yes..	No...	5 .....	.....	1250	.....	.....	.....	.....
Mills.....	93	145	Yes..	No...	7 .....	.....	1228	.....	.....	.....	.....
Mitchell.....	138	165	No..	No...	21 .....	.....	1236	2	13	299	22
Monona.....	147	175	Yes..	Yes..	7 .....	1 .....	1252	.....	.....	.....	.....
Monroe.....	94	103	Yes..	Yes..	1 .....	1 .....	1216	.....	.....	.....	.....
Montgomery.....	.....	.....	No...	No ..	.....	.....	1248	.....	.....	.....	.....
Muscatine.....	27	30	Yes..	Yes..	4 .....	.....	1252	1	9	125	13
O'Brien.....	118	164	Yes..	No...	9 .....	.....	1248	1	2	109	22
Osceola.....	108	201	Yes..	No...	8 .....	1 .....	1196	2	4	185	9
Page.....	150	200	Yes..	No...	14 .....	3 .....	1240	1	19	783	76
Palo Alto.....	158	356	Yes..	Yes..	34 .....	.....	1280	2	11	374	9
Plymouth.....	184	193	Yes..	No...	18 .....	2 .....	1252	6	24	610	.....
Pocahontas.....	101	101	Yes..	No ..	1 .....	.....	1244	.....	.....	.....	.....
Polk.....	260	265	Yes..	Yes..	10 .....	4 .....	1500	12	208	6325	634
Pottawattamie.....	350	370	No...	No...	60 .....	2 .....	1240	6	30	1010	8
Poweshiek.....	60	63	No...	No...	32 .....	.....	1232	1	33	442	42
Ringgold.....	125	148	Yes..	Yes..	25 .....	.....	1248	.....	.....	.....	.....
Sac.....	109	118	Yes..	No...	3 .....	.....	1232	1	10	163	1
Scott.....	100	120	Yes..	No...	3 .....	.....	1492	13	78	1627	103
Shelby.....	50	60	No...	Yes..	49 .....	.....	1248	2	5	175	.....
Sioux.....	112	138	Yes..	Yes..	33 .....	.....	1252	5	19	475	31
Story.....	160	160	Yes..	Yes..	42 .....	1 .....	1248	1	67	1065	72
Tama.....	20	25	Yes..	No...	5 .....	.....	1204	4	23	498	44
Taylor.....	125	125	Yes..	Yes..	18 .....	.....	1250	.....	.....	.....	.....
Union.....	122	340	Yes..	Yes..	12 .....	.....	1252	1	4	260	.....
Van Buren.....	35	35	Yes..	No...	2 .....	1 .....	1244	.....	.....	.....	.....
Wapello.....	95	110	No...	Yes..	9 .....	.....	1248	2	9	650	78
Warren.....	50	72	Yes..	No...	10 .....	.....	1240	2	32	629	16
Washington.....	102	108	No...	Yes..	16 .....	.....	1252	4	10	219	5
Wayne.....	103	163	Yes..	No...	2 .....	.....	1232	.....	.....	.....	.....
Webster.....	125	128	Yes..	No...	4 .....	.....	1252	3	15	643	37
Winnebago.....	116	203	Yes..	No...	7 .....	.....	1200	.....	.....	.....	.....
Winneshek.....	68	68	No...	No...	6 .....	.....	1224	6	39	1227	85
Woodbury.....	175	190	No...	No ..	16 .....	.....	1450	5	39	1165	22
Worth.....	96	215	Yes..	Yes..	25 .....	3 .....	1240	.....	.....	.....	.....
Wright.....	186	254	Yes..	No..	10 .....	.....	1248	.....	.....	.....	.....
Totals.....	11242	13932	.....	.....	1209	45	* \$ 1242	231	1658	43715	2716

## ABSTRACT [D]—CONTINUED.

## SUMMARY OF SUPERINTENDENTS' WORK 1901.

COUNTIES.	Schoolrooms.	Separate visits to schools.	Teachers necessary.	Applicants examined.	Certificates granted.	COUNTIES.	Schoolrooms.	Separate visits to schools.	Teachers necessary.	Applicants examined.	Certificates granted.
Adair .....	166	6	167	312	279	Jones.....	180	93	185	300	232
Adams.....	126	130	133	284	204	Keokuk .....	199	160	200	449	332
Allamakee .....	156	316	157	303	256	Kossuth.....	262	128	263	426	327
Appanoose.....	187	42	197	310	297	Lee.....	209	199	219	251	248
Audubon .....	126	86	130	242	206	Linn.....	367	93	389	562	476
Benton .....	228	330	236	311	265	Louisa.....	117	126	121	197	181
Black Hawk.....	226	160	236	281	220	Lucas.....	127	40	130	286	231
Boone .....	219	82	231	347	337	Lyon.....	161	107	162	196	177
Bremer.....	141	160	140	227	211	Madison.....	168	110	170	335	311
Buchanan .....	190	80	189	274	203	Mahaska.....	223	156	223	457	305
Buena Vista .....	179	192	185	226	180	Marion.....	195	98	200	262	228
Butler .....	184	178	184	251	222	Marshall.....	241	107	246	412	304
Calhoun.....	180	151	186	289	258	Mills.....	128	145	129	225	210
Carroll.....	183	96	189	251	241	Mitchell.....	134	165	136	200	162
Cass.....	198	105	201	346	304	Monona.....	181	175	182	240	233
Cedar.....	176	132	183	243	203	Monroe.....	131	103	131	218	193
Cerro Gordo.....	201	130	200	325	286	Montgomery .....	155	..	157	266	233
Cherokee.....	179	180	181	280	224	Muscatine.....	171	30	179	295	253
Chickasaw.....	152	156	154	266	226	O'Brien.....	187	164	186	259	226
Clarke.....	136	65	136	224	181	Osceola.....	109	201	110	192	180
Clay .....	156	137	155	277	238	Page.....	187	200	194	321	221
Clayton .....	225	230	226	369	313	Palo Alto.....	161	356	162	288	201
Clinton .....	288	177	321	442	371	Plymouth.....	219	193	218	313	254
Crawford .....	216	92	219	336	293	Pocahontas.....	171	101	173	268	220
Dallas.....	213	96	213	347	305	Polk.....	474	265	500	747	617
Davis .....	125	33	124	179	157	Pottawattamie.....	390	370	410	443	410
Decatur.....	158	100	158	256	231	Poweshiek.....	182	63	190	298	268
Delaware.....	168	145	167	278	215	Ringgold .....	163	148	167	283	229
Des Moines .....	214	88	223	217	211	Sac .....	174	118	175	345	280
Dickinson .....	99	210	101	138	136	Scott.....	256	120	285	310	300
Dubuque .....	255	92	283	369	347	Shelby.....	181	60	182	301	247
Emmet.....	103	100	105	139	128	Sioux .....	243	138	243	435	303
Fayette .....	219	87	242	361	291	Story.....	200	160	198	496	336
Floyd .....	166	189	164	106	106	Tama.....	222	25	243	355	283
Franklin .....	169	152	169	310	251	Taylor.....	169	125	167	288	254
Fremont.....	163	203	164	269	243	Union.....	165	340	171	270	257
Greene.....	173	180	182	379	286	Van Buren .....	153	35	153	240	229
Grundy.....	150	127	153	233	224	Wapello.....	212	110	223	352	311
Guthrie .....	186	175	198	257	257	Warren.....	173	72	182	297	272
Hamilton.....	180	150	185	292	255	Washington .....	178	108	177	382	273
Hancock.....	158	166	162	272	244	Wayne.....	158	163	163	285	265
Hardin .....	199	110	201	460	439	Webster.....	246	128	251	407	339
Harrison.....	206	118	210	157	143	Winnebago .....	112	203	114	191	174
Henry.....	138	142	147	222	200	Winnebiek.....	176	68	186	317	247
Howard.....	124	200	126	308	215	Woodbury.....	365	190	375	434	393
Humboldt .....	142	148	142	221	186	Worth.....	107	215	107	109	99
Ida.....	133	230	137	185	170	Wright.....	186	254	194	345	324
Iowa .....	178	98	178	256	227	Totals .....	18507	13932	18984	29762	25306
Jackson .....	198	58	209	240	231						
Jasper.....	244	60	245	475	311						
Jefferson.....	123	165	126	264	233						
Johnson.....	217	169	213	408	316						

## ABSTRACT [D]—CONTINUED.

## SUMMARY CONDITION OF SCHOOLHOUSES 1901.

COUNTIES.	New schoolhouses.	Whole number.	Good.	Fair.	Poor.	Without suitable and separate outbuildings for each sex.	Schoolhouses provided with flags.	COUNTIES.	New schoolhouses.	Whole number.	Good.	Fair.	Poor.	Without suitable and separate outbuildings for each sex.	Schoolhouses provided with flags.
Adair.....	...	145	95	37	13	6	60	Jones.....	1	140	56	71	13	19	98
Adams.....	2	111	81	15	15	10	100	Keokuk.....	5	145	90	45	10	..	80
Allamakee...	3	124	95	36	3	..	70	Kossuth.....	3	223	172	23	28	114	24
Appanoose...	1	136	77	24	35	5	13	Lee.....	...	127	70	36	21	8	30
Audubon.....	2	111	90	14	7	.....	55	Linn.....	4	202	160	37	5	...	112
Benton.....	4	188	129	50	9	22	60	Louisa.....	2	90	59	27	4	10	42
Black Hawk.	2	153	31	60	62	6	25	Lucas.....	1	99	60	29	10	...	40
Boone.....	4	156	100	49	7	10	149	Lyon.....	3	132	82	37	13	11	...
Bremer.....	2	111	90	17	4	7	51	Madison.....	4	143	100	25	18	.....	143
Buchanan....	1	150	105	44	1	3	14	Mahaska...	3	161	75	56	30	30	80
Buena Vista.	4	143	100	25	18	10	20	Marion.....	4	154	103	32	19	6	14
Butler.....	3	147	103	20	24	3	...	Marshall.....	...	155	80	45	30	...	75
Calhoun.....	...	147	73	68	6	4	48	Mills.....	4	91	80	10	1	...	35
Carroll.....	...	145	138	6	1	140	135	Mitchell.....	...	110	98	8	4	15	42
Cass.....	...	153	60	70	23	...	...	Monona.....	2	148	102	42	4	2	30
Cedar.....	2	145	100	33	12	10	26	Monroe.....	4	101	47	40	14	...	8
Cerro Gordo.	2	145	80	47	18	9	97	Montgomery.	2	114	99	15	...	...	100
Cherokee.....	4	144	132	7	5	2	100	Muscatine....	2	105	60	20	25	30	105
Chickasaw..	2	121	97	21	3	3	74	O'Brien.....	5	141	63	65	13	...	130
Clarke.....	...	107	80	20	7	...	16	Osceola.....	1	95	80	15	...	2	76
Clay.....	2	135	95	34	6	9	34	Page.....	7	136	130	4	2	...	135
Clayton.....	3	180	161	19	...	15	100	Palo Alto....	2	131	95	23	13	8	116
Clinton.....	6	184	100	60	24	...	180	Plymouth... ..	2	180	120	40	20	...	22
Crawford....	6	178	150	23	5	...	15	Pocahontas..	1	145	125	17	3	2	70
Dallas.....	1	154	125	25	4	...	65	Polk.....	2	190	170	14	6	4	50
Davis.....	5	106	54	44	8	5	25	Pot'awatt'mie	6	263	168	80	15	20	235
Decatur.....	7	124	71	44	9	15	20	Poweshiek...	1	147	93	50	4	15	35
Delaware.....	...	140	126	12	2	2	80	Ringgold....	6	135	82	39	14	...	47
Des Moines..	1	97	80	13	4	...	60	Sac.....	2	142	55	80	7	10	...
Dickinson...	2	85	66	12	7	3	42	Scott.....	2	126	103	20	3	...	126
Dubuque.....	2	147	116	27	4	4	52	Shelby.....	...	145	100	27	18	...	145
Emmet.....	7	83	72	6	5	...	...	Sioux.....	3	188	160	17	11	...	15
Fayette.....	1	190	110	55	25	2	75	Story.....	5	149	70	46	33	20	89
Floyd.....	3	125	99	18	8	...	125	Tama.....	1	182	141	25	16	...	95
Franklin.....	1	145	138	5	2	...	126	Taylor.....	6	132	85	25	22	...	100
Fremont.....	...	127	100	20	7	...	24	Union.....	10	122	38	82	2	1	80
Greene.....	1	145	100	38	7	5	126	Van Buren... ..	1	116	75	31	10	16	53
Grundy.....	2	128	94	31	3	12	100	Wapello.....	1	116	92	20	4	...	66
Guthrie.....	...	158	100	40	18	...	25	Warren.....	3	145	41	50	54	...	...
Hamilton...	2	146	34	81	31	52	48	Washington..	2	139	55	50	34	10	55
Hancock.....	6	134	126	4	4	4	64	Wayne.....	...	126	82	38	6	...	60
Hardin.....	3	148	70	56	22	1	95	Webster...	3	189	108	67	14	8	70
Harrison.....	...	159	100	30	29	...	100	Winnebago..	1	94	58	31	5	4	12
Henry.....	2	108	90	16	2	...	100	Winneshieki	...	148	60	54	34	...	...
Howard.....	...	106	62	38	6	12	90	Woodbury...	3	219	150	59	10	210	150
Humboldt...	...	112	90	20	2	10	2	Worth.....	3	97	80	13	4	...	88
Ida.....	...	108	79	27	2	...	44	Wright.....	1	142	17	120	5	...	100
Iowa.....	...	141	90	39	12	...	87	Totals.....	233	13922	9241	3483	1198	1018	6475
Jackson.....	3	157	73	70	14	4	146								
Jasper.....	2	191	133	49	9	31	75								
Jefferson.....	...	99	27	62	10	...	52								
Johnson.....	3	170	165	2	3	7	7								

ABSTRACT [E]—  
TEACHERS

COUNTIES.	WHERE HELD.	SESSIONS.			TEACHERS IN ATTENDANCE.			
		Commencing.	Contg' weeks	Number daily.	Males.	Females.	Total.	Graduates.
Adair . . . . .	Greenfield.....	August 5	2	2	22	190	212	14
Adams.....	Corning .....	March 18	1	2	10	145	155	....
Allamakee.....	Lansing .....	July 15	3	2	25	157	182	....
Appanoose.....	Centerville .....	August 12	2	2	56	169	225	....
Audubon .....	Audubon.....	August 5	2	2	23	102	125	....
Benton .....	Vinton .....	August 12	2	2	37	223	260	....
Black Hawk.....	Waterloo.....	August 12	2	2	14	174	188	....
Boone .....	Boone .....	July 8	2	2	12	205	217	21
Bremer.....	Waverly .....	July 29	2	2	7	145	152	....
Buchanan .....	Independence .....	March 25†	3	2	30	209	239	....
Buena Vista.....	Storm Lake.....	July 29	2	2	8	155	163	....
Butler.....	Allison.....	August 12	2	2	21	157	178	....
Calhoun.....	Rockwell City.....	August 5	2	2	21	147	168	.....
Carroll .....	Carroll.....	July 22	1	1	13	123	136	5
Cass .....	Atlantic.....	June 17	2	1	17	229	246	..
Cedar.....	Tipton.....	June 10	3	2	13	148	161	1
Cerro Gordo.....	Mason City.....	August 5	3	1	28	222	250	....
Cherokee .....	Cherokee.....	August 12	2	2	26	207	233	....
Chickasaw .....	New Hampton .....	July 15	2	2	10	102	112	7
Clarke.....	Osceola .....	August 12	2	1	18	142	160	....
Clay .....	Spencer .....	July 29	2	2	18	134	152	....
Clayton .....	Elkader.....	August 5	2	2	37	207	244	....
Clinton .....	Clinton .....	June 24	1	1	20	280	300	....
Crawford.....	Denison .....	August 6	2	2	11	207	218	..
Dallas .....	Adel.....	July 29	1	2	31	183	214	....
Davis .....	Bloomfield .....	August 19	2	2	61	97	158	3
Decatur .....	Leon .....	June 17	2	1	35	155	190	....
Delaware.....	Manchester .....	April 1	2	2	24	160	184	40
Des Moines .....	Burlington.....	June 17	2	2	22	154	176	....
Dickinson.....	Spirit Lake .....	August 12	2	2	11	104	115	....
Dubuque .....	Dubuque .....	August 12	2	1	4	276	280	....
Emmet .....	Estherville.....	August 5	2	2	4	88	92	....
Fayette .....	Fayette.....	July 8	2	2	31	180	211	....
Floyd .....	Charles City.....	August 12	1	1	5	123	128	....
Franklin .....	Hampton.....	July 15	2	2	21	134	155	....
Fremont.....	Hamburg.....	June 24	2	..	23	145	168	....
Greene .....	Jefferson.....	July 8	2	2	7	158	165	10
Grundy.....	Grundy Center .....	July 22	2	2	23	169	192	..
Guthrie.....	Guthrie Center.....	August 19	1	2	36	160	196	....
Hamilton .....	Webster City.....	June 17	2	2	24	173	197	....
Hancock.....	Garner.....	July 15	2	2	13	151	164	....
Hardin .....	Eldora .....	August 5	2	2	15	180	195	4
Harrison .....	Logan.....	July 22	2	2	11	130	141	..
Henry .....	Mt. Pleasant .....	July 29	2	2	19	173	192	5
Howard.....	Cresco.....	July ‡22	6	2	19	162	181	....
Humboldt .....	Humboldt.....	August 5	2	2	8	129	137	....
Ida .....	Ida Grove... . . . .	July 15	2	1	15	110	125	....
Iowa.....	Marengo.....	July 22	2	2	21	171	192	....
Jackson .....	Maquoketa.....	June 24	1	2	11	167	178	....
Jasper .....	Newton.....	August 5	2	2	39	260	299	....

†And July 15. ‡And April 1.

REPORTS FOR 1901.

NORMAL INSTITUTES.

INSTITUTE FUND.								
RECEIPTS.						EXPENDITURES.		
On hand at last report.	Examination fees.	Registration fees.	State appropriation.	County appropriation and sundries.	Total.	Instruction and lectures.	Incidentals.	Unexpended.
.....	\$ 356	\$ 212	\$ 50	\$ 58 00	\$ 676 00	\$ 611 82	\$ 62 53	\$ 1 65
89	316	155	50	48 00	569 89	430 00	69 00	70 89
262 28	309	182	50	.....	803 28	523 50	37 15	242 63
51 93	324	225	50	.....	650 93	525 00	37 45	88 48
23 80	266	125	50	297 25	762 05	657 00	87 95	17 10
46 56	378	260	50	.....	734 56	517 50	95 85	121 21
535 19	302	188	50	.....	1075 19	572 70	70 00	432 49
62 78	393	217	50	.....	722 78	654 00	.....	68 74
6 11	276	152	50	.....	484 11	460 00	20 00	4 11
194 74	283	239	50	.....	766 74	485 00	15 75	265 99
30 27	257	163	50	4 68	504 95	420 00	84 95	.....
159 37	279	178	50	.....	666 37	516 75	50 40	99 22
127 73	333	168	50	137 00	815 73	685 50	10 00	120 23
19	320	136	50	.....	506 19	424 00	57 00	25 19
4 00	378	246	50	62	678 62	509 00	131 37	38 25
196 28	268	161	50	.....	675 28	496 00	43 25	136 03
300 03	351	250	50	.....	951 03	870 00	77 46	3 57
635 85	315	233	50	.....	1233 85	616 50	13 53	603 82
93 43	283	112	50	12 50	550 93	465 00	36 25	49 68
28 69	241	160	50	.....	479 69	383 00	41 77	54 92
60 49	300	152	50	.....	562 49	445 00	45 00	72 49
866 46	410	244	50	.....	1570 46	580 00	97 45	893 01
1 71	460	200	50	.....	811 71	693 72	41 70	76 29
136 84	379	218	50	.....	783 84	580 00	44 50	159 34
71 09	373	214	50	10 00	718 09	587 59	75 00	55 50
61 54	193	158	50	55	463 09	415 50	34 25	13 34
209 50	279	160	50	.....	728 50	475 00	46 95	206 55
77 00	313	184	50	.....	624 00	505 00	40 35	78 65
125 87	229	176	50	.....	580 87	422 50	62 45	95 92
224 63	155	115	50	.....	544 63	314 00	.....	230 63
1 30	407	280	50	.....	738 30	710 00	27 50	80
43 26	160	92	50	.....	345 26	290 00	22 00	33 26
.....	406	211	50	.....	667 00	544 48	64 25	58 27
120 00	124	128	50	.....	422 00	240 00	41 75	140 25
206 62	330	155	50	.....	741 62	483 00	44 25	214 37
94 97	290	168	50	36 50	639 47	574 00	51 00	14 47
21 94	402	165	50	.....	638 94	463 00	56 94	119 00
144 91	244	192	50	.....	630 91	420 00	81 05	129 86
8 67	288	196	50	26 00	568 67	290 00	27 25	251 42
36 19	298	197	50	.....	581 19	485 19	.....	96 00
120 35	291	114	50	50	575 85	384 00	100 35	91 50
24 12	524	195	50	.....	793 12	440 00	126 20	226 92
399 94	199	141	50	.....	789 94	370 00	114 50	305 44
4 21	244	192	50	111 00	601 21	538 00	59 00	4 21
174 69	324	181	50	50 00	779 69	556 00	97 10	126 59
133 75	234	137	50	.....	554 75	405 00	31 10	118 65
.....	231	125	50	55 70	461 70	461 70	.....	.....
118 41	276	192	50	.....	636 41	580 00	51 92	4 49
165 59	265	178	50	.....	658 59	358 50	69 72	230 37
74 16	517	299	50	.....	940 16	805 00	129 80	5 36

ABSTRACT [E]—

TEACHERS'

COUNTIES.	WHERE HELD.	SESSIONS.			TEACHERS IN ATTENDANCE.			
		Commencing.	Cont'g weeks.	Number daily.	Males	Females	Total.	Graduates.
Jefferson.....	Fairfield .....	July 29	2	1	28	148	176	2
Johnson .....	Iowa City.....	July 8	3	2	18	182	200	....
Jones .....	Anamosa.....	June 17	2	2	9	174	183	....
Kossuth .....	Algona .....	July 8	2	2	19	219	238	....
Keokuk.....	Sigourney .....	August 5	2	2	48	185	233	....
Lee.....	Ft. Madison.....	August 12	2	2	13	107	120	....
Linn .....	Cedar Rapids and Marion.....	July 29	3	2	36	415	451	....
Louisa.....	Wapello .....	July 8	3	2	20	100	120	....
Lucas.....	Chariton.....	August 5	2	1	10	137	147	1
Lyon .....	Rock Rapids.....	July 22	4	2	16	118	134	....
Madison.....	Winterset .....	June 18	2	2	31	175	206	4
Mahaska .....	Oskaloosa .....	July 29	2	2	37	236	273	....
Marion .....	Knoxville .....	August 19	2	2	31	186	217	9
Marshall.....	Marshalltown .....	August 19	2	2	28	165	193	....
Mills.....	Glenwood .....	June 24	2	2	12	138	150	....
Mitchell.....	Osage .....	July 15	4	2	13	147	160	....
Monona .....	Onawa .....	July 29	2	2	7	169	176	....
Monroe.....	Albia .....	July 29	2	1	19	129	148	....
Montgomery.....	Red Oak.....	August 26	1	1	10	123	133	....
Muscatine.....	Muscatine.....	June 17	2	2	5	195	200	....
O'Brien.....	Primghar .....	August 12	2	2	11	149	160	....
Osceola .....	Sibley .....	March 18	2	2	15	111	126	....
Page .....	Clarinda .....	July 29	2	2	50	148	198	....
Palo Alto.....	Emmetsburg.....	August 5	2	1	9	163	172	....
Plymouth.....	LeMars .....	June 17	2	2	8	194	202	....
Pocahontas .....	Rolfe .....	August 5	2	2	15	120	135	....
Polk.....	Des Moines .....	July 29	2	2	41	573	614	....
Pottawattamie .....	Council Bluffs.....	June 7	2	1	23	282	305	....
Poweshiek .....	Montezuma.....	June 24	2	2	27	158	185	....
Ringgold .....	Mt. Ayr.....	July 29	2	1	19	151	170	....
Sac .....	Sac City .....	July 29	2	2	13	155	168	....
Scott .....	Davenport.....	March †28	3	2	43	297	340	....
Shelby .....	Harlan .....	June 10	2	2	30	135	165	....
Sioux.....	Hull .....	July 29	2	2	27	191	218	....
Story .....	Nevada .....	July 8	3	2	28	163	191	4
Tama .....	Toledo.....	March 25	2	2	43	234	277	....
Taylor .....	Bedford .....	July 8	2	2	9	148	157	11
Union .....	Creston .....	June 10	1	2	20	204	224	....
Van Buren.....	Keosauqua.....	August 5	2	2	28	133	161	....
Wapello .....	Ottumwa .....	July 29	3	2	32	252	284	....
Warren.....	Indianola.....	July 23	2	1	32	174	206	....
Washington.....	Washington.....	June 17	2	2	16	201	217	....
Wayne.....	Corydon .....	August 5	2	1	29	130	159	4
Webster.....	Ft. Dodge.....	July 22	2	2	16	246	262	....
Winnebago .....	Lake Mills .....	August 19	1	2	6	70	76	....
Winneshiek .....	Decorah.....	April 1	2	2	32	172	204	....
Woodbury .....	Correctionville and Sioux City.....	March †18	3	2	16	220	236	....
Worth.....	Northwood .....	July 31	2	2	15	89	104	....
Wright.....	Clarion .....	August 12	2	2	22	184	206	....
Totals.....	.....	.....	*2.1	...	2115	19116	17231	145

† and July 29.

† and July 8.

\* Average time.

REPORTS FOR 1901—CONTINUED.

NORMAL INSTITUTES.

INSTITUTE FUND.								
RECEIPTS.						EXPENDITURES.		
On hand at last report.	Examination fees.	Registration fees.	State appropriation.	County appropriation and sundries.	Total.	Instruction and lectures.	Incidentals.	Unexpended.
\$ 293 66	270	176	\$ 50	.....	\$ 789 66	\$ 492 00	\$ 36 00	\$ 261 66
.....	443	200	50	\$ 90 63	783 63	773 18	10 45	.....
157 16	327	183	50	2 00	719 16	580 00	78 05	61 11
29 23	513	238	50	.....	830 23	620 00	63 50	146 73
.....	502	233	50	.....	785 00	703 00	82 00	.....
155 83	260	120	50	.....	585 83	383 00	52 71	150 12
1,044 58	599	451	50	.....	2144 58	1114 50	43 68	986 40
34 00	230	120	50	.....	434 00	369 00	26 00	39 00
174 44	302	147	50	.....	673 44	443 00	132 50	97 94
113 38	238	134	50	.....	535 38	515 00	17 00	3 38
35 47	363	206	50	27 00	681 47	368 00	159 65	153 82
.....	471	273	50	30 97	824 97	585 95	239 02	.....
147 71	297	217	50	.....	711 71	538 50	104 80	68 41
575 47	430	193	50	.....	1248 47	468 00	60 50	719 97
25 21	263	150	50	.....	488 21	375 00	72 25	40 96
17 65	221	160	50	48 43	497 08	480 60	16 48	.....
342 46	278	176	50	.....	846 46	433 00	98 53	314 93
92 54	231	148	50	.....	521 54	346 00	38 90	136 64
71 74	304	133	50	.....	558 74	349 35	37 50	171 89
.....	366	200	50	53 67	669 67	476 79	192 88	.....
27 15	301	160	50	11 50	549 65	479 60	36 00	34 05
79 32	202	126	50	.....	457 32	302 00	55 05	100 27
220 28	349	198	50	.....	817 28	662 94	96 90	57 44
180 48	293	172	50	.....	695 48	450 00	93 48	152 00
24 30	357	202	50	.....	633 30	539 50	37 50	56 30
50 32	324	135	50	.....	559 32	445 00	47 55	66 77
.....	811	614	50	25 95	1500 95	1308 50	192 45	.....
386 00	553	305	50	.....	1294 00	858 50	289 50	146 00
56 00	340	185	50	100 00	731 00	521 08	39 30	170 62
19 59	288	170	50	.....	527 59	449 25	76 45	1 89
113 98	368	168	50	.....	699 98	558 00	35 40	106 58
398 21	314	340	50	.....	1102 21	677 25	122 60	302 36
211 00	358	105	50	.....	784 00	658 00	25 00	101 00
178 66	529	218	50	.....	975 66	731 50	91 65	152 51
502 56	518	191	50	44 00	1305 56	699 00	171 38	435 18
175 00	391	277	50	.....	893 00	640 00	131 60	121 40
84 95	351	157	50	.....	642 95	422 00	25 75	195 20
450 48	311	224	50	.....	1035 48	495 00	58 35	482 13
125 97	264	161	50	.....	600 97	377 50	45 00	178 47
295 97	382	284	50	.....	1011 97	805 50	65 25	141 22
64 11	341	206	50	28 53	649 64	460 15	120 17	109 32
400 42	410	217	50	.....	1077 42	540 00	61 36	476 06
55 30	360	159	50	.....	564 30	455 00	45 00	64 30
76 38	459	262	50	.....	847 38	633 00	103 40	110 98
7 08	214	76	50	.....	347 00	305 00	.....	42 00
257 67	338	204	50	.....	849 67	599 00	102 30	148 37
49 28	609	236	50	43 30	987 58	776 00	34 73	176 85
119 46	127	104	50	.....	400 46	310 00	62 61	27 85
66	387	206	50	.....	643 66	628 00	12 16	3 50
\$ 4409 36	\$ 33070	\$ 19231	\$ 49 50	\$ 1354 28	\$ 73014 64	\$ 52438 50	\$ 6565 28	\$ 14010 77



## ABSTRACT E—CONTINUED.

## TEACHERS' NORMAL INSTITUTE.

COUNTIES.	CONDUCTORS.	INSTRUCTORS.
Adair .....	F. E. Palmer.....	C. T. Wright, P. P. Sullivan, D. R. Earl, J. W. Segrist, G. O. Van Meter, Laura M. Loehle.
Adams .....	D. M. Kelley .....	E. E. White, S. Y. Gillan, Grace Beyner.
Allamakee .....	L. Eells .....	A. E. Bennett, H. L. Eells, S. S. Stockwell, Miss E. F. Parker, W. L. Peck, H. A. Dwelle.
Appanoose .....	F. E. King.....	H. C. Hollingsworth, P. B. Woods, C. J. Brower, Margaret Baker, W. L. Cochrane, A. Farnsworth, Lillian Newton.
Audubon .....	E. D. Y. Culbertson.	B. E. Powell, L. P. Sornson, W. H. Lancelot, F. P. Hocker, Carrie Forgrave, Mrs. J. J. Carmichael.
Benton .....	A. K. Rife.....	F. H. Bloodgood, J. E. Stout, J. P. Huggett, John Sogard, Maude E. Luckey.
Black Hawk.....	A. T. Hukill ....	D. M. Kelley, H. B. Lizer, E. L. Coburn, A. F. Harvy, Lydia Hinman, Katherine Shimmie, Laura Phillips.
Boone .....	R. V. Veneman....	L. N. Gerber, Clara E. Thompson, R. G. Miller, A. M. Jayne, E. L. Coburn, I. C. Welty, Effie Schuneman.
Bremer.....	F. P. Hagemann...	A. W. Merrill, A. T. Hukill, W. A. Willis, Alice R. Davies.
Buchanan .....	E. C. Lillie .....	H. R. Pattengill, W. A. Mowry, T. J. Durant, Emelie Seltzer, Clara Travis, Alice Davies.
Buena Vista.....	J. E. Durkee.....	J. H. O'Donoghue, E. A. Ford, P. L. Dorland, E. G. Clark, Sarah Shepherd, G. A. Parker, J. E. Delmarter.
Butler.....	H. B. Akin.....	A. W. Merrill, Florabel Patterson, F. E. Howard, W. F. Barr, Edith McAlpin, P. F. Voelker.
Calhoun .....	W. R. Sandy.....	D. K. Bond, W. H. Brower, G. W. Randlett, S. S. Stockwell, P. C. Holdoegel, Nellie R. Swingle, Mrs. M. W. Frick.
Carroll ... ..	J. M. Ralph.....	J. H. Beveridge, C. C. Magee, Daisy E. Wood, A. C. Fuller, E. B. Rogers, C. E. Blodgett, Mrs. M. Scott, H. S. Stein.
Cass .....	I. B. Johnson .....	C. M. Cole, W. J. Cattell, Alice C. Wilson, W. R. Andrews, C. H. Laartz, W. E. Salisbury.
Cedar .....	Aurora Goodale ...	Wm. Wilcox, R. B. Crone, C. H. Atkinson, F. W. Hicks, Lucy C. Maley, Josie Gage.
Cerro Gordo.....	P. O. Cole.....	C. P. Colgrove, G. S. Dick, A. R. Sale, H. A. Dwelle, C. A. Fullerton, Mrs. A. L. Shattuck.
Cherokee.....	A. V. Storm.....	H. E. Kratz, W. O. Riddell, A. B. Warner, Philip Souton, Ruth Adsit.
Chickasaw.....	J. A. Bishop .....	H. F. Kling, T. J. Wormley, C. J. Trumbauer, Ida Fitzsimmons, A. T. Rutledge.
Clarke.....	Bertha L. Howard	O. H. Marsh, J. B. Shorett, Alice Dilley, Susie Stovers, Minnie Reeves.
Clay .....	H. E. Kratz.....	H. E. Crosby, C. M. Cole, Zada A. White, Ruth Adsit, Emily Johnson.
Clayton.....	C. J. Adam. ....	S. H. Sheakley, G. E. Finch, E. O. Fiske, A. Braun, C. W. Bean, Maude Claiborne.
Clinton .....	G. U. Gordon.....	O. T. Corson, James R. Angell, Edwin E. Sparks, Delia Reilley, Alice Rogers, Julia Gordon, Julia Warden.
Crawford .....	W. C. Van Ness...	N. Spencer, A. F. Styles, F. L. Hoffman, H. H. Savage, Mrs. Ida B. Bagge.
Dallas .....	A. C. Hutchins....	L. A. Blezek, D. R. Repass, R. F. Wood, W. H. Monroe, S. A. Potts.
Davis.....	J. B. Knoepfler ....	Hattie M. Mitchell, Viola Sawyer, E. R. Collins, C. W. Ramseyer, C. E. Akers, W. S. Arthur.
Decatur .....	J. A. McIntosh....	R. A. Harkness, S. W. Stookey, J. H. Drake, J. Latta, Tillman Smith, Geo. N. Briggs, J. E. Cummins.
Delaware.....	Geo. H. Betts.....	W. A. Mowry, W. B. Guthrie, S. E. Clapp, Katharine Shimmie, Amy Boggs, B. J. Stull, Alma Le Roy.
Des Moines .....	Howard A. Mathews	F. M. Fultz, H. B. Hayden, John H. A. Murphy, G. L. Gillis, H. C. Eldridge, J. B. Burt.
Dickinson .....	H. A. Welty .....	R. V. Venneman, M. R. Hassel, I. C. Welty, W. T. Arthur, A. B. Alderman.
Dubuque .....	A. P. Kress .....	Jessie M. Dillon, B. J. Horchem, James M. Walsh, L. L. Lightcap, W. V. Jones, F. T. Oldt, Margaret Lucas, Jane E. Welsh, T. M. Irish, W. P. Guthrie.

## ABSTRACT E—CONTINUED.

COUNTIES.	CONDUCTORS.	INSTRUCTORS.
Emmet.....	H. H. Davidson....	G. W. Walters, A. P. Hargrave, Edwin Dukes, E. H. White, Amy White.
Fayette....	H. L. Adams.....	F. H. Bloodgood, G. E. Finch, Henry Sabin, A. N. Palmer, J. E. Stout, Sarah E. Sprague.
Floyd ....	J. I. Martin ....	Jay Freeburg, F. E. Fisher, Mary D. Korinke.
Franklin .....	Harry J. Henderson.	D. A. Thornburg, L. L. Lightcap, Hortense Reynolds, A. T. Hukill, Grace M. Sullivan.
Fremont .....	Lee Notson.....	J. C. King, T. J. Little, M. E. Shuck, L. H. Maus, Mary Engelke, Grace Hoyt.
Greene .....	E D. Y. Culbertson.	A. J. Oblinger, D. K. Bond Linnie Harris, E. L. Coburn.
Grundy .....	J. E. Stout .....	Geo. H. Betts, L. Hezzlewood, E. O. Taft, Jane Kreigh.
Guthrie.....	I. M. Boggs.....	G. W. Bryan, Geo. Galloway, H. R. Miller, M. P. Kenworthy, Kate McGuire, M. J. Cowman, J. W. Segrist.
Hamilton....	L. N. Gerber.....	J. J. Dofflemeyer, R. V. Veneman, H. L. Hampton, Mrs. Shattuck, E. L. Coburn, O. V. Krog.
Hancock . . . .	J. F. Hirsch and C. W. Thompson....	M. F. Moine, Bertha Bush, J. O. Briggs, J. D. Stout.
Hardin . . . . .	C. F. Woodward...	C. E. Tool, Margaret L. Weber, W. O. Reed, J. R. Howard, A. J. Cavana, J. D. Stout.
Harrison .....	Will T. Arthur ....	D. M. Kelley, H. A. Welty, Bertha Cadwell, J. M. Ireland, Grace Cadwell.
Henry .....	Annie E. Packer ...	Lillian Bridgeford, F. W. Else, Frances Clark, O. W. Weyer, E. C. Hickey, Ethel Hickey, L. Antrim, T. E. Savage, Nellie Wallbank.
Howard... ..	F. H. Bloodgood and L. T. Weld..	Henry Sabin, Mrs. J. L. Buechele, Ruth O. Ellison, Elsie E. Perry, D. L. Grannis, Eva Marshall, E. A. Wildman.
Humboldt .....	Clarence Messer....	Mary D. Korinke, L. Hezzlewood, R. E. Towle, W. H. Blakely, D. F. Coyle.
Ida .....	J. C. Hagler.....	A. V. Storm, Eva L. Gregg, J. W. Elwood, E. T. Sheppard, Emily Johnson.
Iowa.....	T. M. Clevenger...	C. P. Colgrove, Hattie M. Mitchell, Frances M. Clarke, C. H. Carson, Bruce Francis.
Jackson .. . . .	Henry Sabin....	Aaron Palmer, Agnes McMollen, Mary V. Wynkoop.
Jasper .....	Libbie Dean .....	W. N. Clifford, Wm. Wilcox, E. J. H. Beard, E. H. Gifford, S. G. Richards, Hattie-Moore Mitchell, Belle Rodgers.
Jefferson .....	J. E. Williamson..	G. W. Walters, Jennie E. Curtis, W. D. Wells, Cora A. Ball.
Johnson .....	Sam D. Whiting....	F. C. Eosign, Mrs. B. F. Shambaugh W. A. Willis, E. S. Handley, Agnes Otto, Alice C. Wilson, A. G. Smith.
Jones.....	Geo. H. Betts.....	J. E. Stout, W. B. Guthrie, J. P. Huggett, Margaret Foley, Kate Shimmie.
Keokuk .....	W. H. Gemmill .	W. H. Bender, Geo. H. Mullin, S. A. Potts, John E. Foster, J. E. Whitmer, Elma P. Needham, W. C. Farmer, Cap. E. Miller.
Kossuth .....	F. H. Slagle.....	Bertha Cadwell, E. N. Coleman, N. Spencer, E. G. Bailey, F. Van Erdewyck, Mattie Holt.
Lee.....	O. W. Weyer .....	P. C. Hayden, C. W. Cruikshank, Bertha S. Morrill, W. L. Barrett.
Linn .....	I. E. Gould.....	A. E. Winship, Thos. Nicholson, Wm. Wilcox, G. E. Finch, W. W. Gist, J. P. Huggett, Mrs. A. L. Shattuck, Monona Boylan, I. E. Gould.
Louisa .....	C. M. Donaldson ..	A. M. M. Dornon, J. W. Cradler, L. E. Simpson, A. L. Holiday, Samp. Cooper.
Lucas .....	C. F. Goltry .....	W. F. Chevallier, H. B. Hayden, H. A. Glackemeyer, Chas. Murray, Carrie V. Lynn, Della Courtleyou.
Lyon .....	A. W. Grisell..	W. S. Wilson, J. F. Hirsch, J. L. Mishler, B. T. Youel, Charlotte Sweney, Edith L. Metcalf.
Madison.....	H. D. Smith.....	O. E. Smith, Adam Pickett, W. H. Monroe, Eva Gilpin, Bertha Wainright.
Mahaska .....	J. P. Dodds.....	C. O. McClain, Anna P. Tucker, Lelia E. Patridge, W. F. Cramer, W. O. Riddell, Wm. Solomon.

## ABSTRACT [E]—CONTINUED.

COUNTIES.	CONDUCTORS.	INSTRUCTORS.
Marion .....	W. F. Crew.....	W. H. Bender, W. W. Cook, W. H. Lyon, T. S. Thompson, Harlan Updegraff.
Marshall.....	J. Morrissey.....	D. A. Thornburg, Mary Zink, L. M. Kelley, Grace Sullivan, Nona Shorthill.
Mills .....	O. H. Marsh .....	C. C. Rounds, J. B. Shorett, Stella G. Marsh, Alice M. Smith, W. B. Woods
Mitchell .....	Jay A. Laphan. .	H. L. Stetson, Hattie Woodard, Florence Hale, Geo. Sawyer, J. H. Kurtz, H. F. Kling, Stella Odekirk, Jennie Hallingby.
Monona .....	F. E. Lark.....	A. B. Warner, H. V. Failor, A. F. Styles, B. G. Davies, Lizzie Haas, Philip N. Lewis.
Monroe.....	H. C. Hollingsworth	A. F. Evers, J. F. Treasure, Maisy Schreiner, Kathryn Hickenlooper.
Montgomery ...	Emma C. Moulton.	S. Y. Gillan, W. W. White, Margaret Walker, Margaret McLoney.
Muscatine.....	S. Plumly .....	F. M. Witter, L. G. Focht, J. R. Bowman, Mrs. E. Davis.
O'Brien .....	R. B. Daniel.....	D. G. Karr, W. D. Wells, M. P. Fobes, H. A. Mitchell, Bertha M. Mosier.
Osceola.....	S. T. Redmond.....	Hattie Moore-Mitchell, A. V. Storm, W. A. Langley.
Page .....	H. E. Deater .....	Adelaide Laird, Rilla Waugh, G. H. Colbert, C. E. Arnold, Mabel Gates, Mamie Pace, O. E. Smith, H. E. Wheeler.
Palo Alto .....	Anna Donovan .....	H. E. Blackmar, H. E. Wheeler, T. E. Tellier, W. G. Young, Bessie Larsen.
Plymouth .....	I. C. Hise.....	E. N. Coleman, N. Spencer, J. S. Shoup, A. H. Bigelow, Bertha Cadwell, Anna Wernli.
Pocahontas .....	U. S. Vance.....	A. E. Bennett, A. G. Rutlege, Alice C. Wilson, J. H. Kelley, E. L. Grout, F. L. Cassidy.
Polk.....	Hill M. Bel ....	H. Adelia Phillips, J. F. Neff, Katherine Shimmin, W. S. Athearn, W. F. Barr, W. L. Barrett, J. F. Mitchell.
Pottawattamie ..	O. J. McManus.....	E. E. White, Sarah E. Sprague, E. L. Philbrook, W. N. Clifford, D. M. Kelley, C. R. Aurner.
Poweshiek .....	Viola H. Schell....	Olive McHenry, Eugene Henley, Lauretta V. Sweeney, D. A. Thornburg.
Ringgold.....	J. C. Bennett .....	Adam Pickett, C. E. Shelton, Etta Eighme, E. J. Pollock, Etta Rider, C. T. Lesan, Alice Wilson.
Sac .....	C. H. Jump .....	T. B. Hutton, H. H. Hahn, G. W. Lee, A. E. Clarendon, H. C. Coe, Elizabeth Platt.
Scott .....	A. A. Miller.....	Wm. Wilcox, W. D. Wells, Margarette Barrette, J. A. Wallace.
Shelby, .....	J. B. Shorett. ....	E. S. White, O. H. Marsh, J. L. Conger, G. B. Rigg, C. R. Garrett, Georgia M. Loveless, J. J. Louis.
Sioux .....	A. V. Storm .....	Phil. Soulen, A. R. Chase, W. E. Chase, W. H. Clark, J. E. Vertz, Belle McConnell.
Story .....	Fred E. Hansen....	L. B. Carlisle, H. G. Lamson, I. B. Allard, Mabel Gates, Alice Claiborne, Ida Dauskin, A. R. Gardiner, J. L. Zwickey.
Tama .....	C. A. DeLong.....	J. B. Young, H. O. Pratt, C. E. Fleming, J. A. Ward, C. F. Kuehne, Nellie Hughes, E. C. Meredith, Jennie Leland, F. J. Becker.
Taylor .....	H. S. Ash .....	W. J. Guthrie, A. E. Parsons, W. B. Reed, Hattie Moore-Mitchell, Lillian McCracken
Union .....	Chas. M. Peters ...	E. E. White, Hattie Moore-Mitchell, Lura Phillips, Mari Ruef Hofer.
Van Buren .....	John H. Landes ..	David Williams, Arthur T. S. Owen, D. T. Sollebarger, J. E. Moore.
Wapello ... ..	Beniah Dimmitt....	Wm. Radebaugh, R. S. Nichols, G. W. Samson, G. W. Newton, Harriet Garton, Lillian Bridgeford, R. Anna Morris Clarke.
Warren.... ..	S. M. Holladay .....	Chas. E. Shelton, F. E. Buck, Martha Stahl, J. W. Radebaugh, E. L. Miller, Carrie Van Gilder.
Washington....	Mary M. Hughes...	W. O. Riddell, Lella E. Patridge, W. H. Bender, Frances E. Clark, W. H. Pratt.
Wayne .....	Inez F. Kelso .....	Chas. Carter, G. A. Axline, J. F. Holiday, W. B. Thornburg, Edith E. Brant.
Webster.....	A. L. Brown .....	E. N. Coleman, C. F. Findley, E. L. Coburn, J. F. O'Malley, H. H. Roberts, J. F. Monk, L. C. Bryan.

ABSTRACT [E]—CONTINUED.

COUNTIES.	CONDUCTORS.	INSTRUCTORS.
Winnebago.....	K. N. Knudsen ...	H. O. Bateman, F. C. Butler, Anna Donovan, G. W. Samson, O. O. Vogenitz.
Winnebago .....	E. J. Hook.. .....	E. L. Coffeen, G. E. Finch, H. H. Dalaker, L. E. A. Ling, Mrs. C. E. Foley, Cora Bates, Ella Treat, Alice Whitmell.
Woodbury .....	J. D. Keller .....	T. B. Morris, A. W. Tschantz, E. A. Brown, J. S. Shoup, W. M. Stevens, J. G. Hobson, Edith S. Metcalf.
Worth .....	S. B. Toye.....	D. A. Thornburg, M. Alice Fullerton, George Sawyer, Helen Thompson.
Wright .....	Angus Macdonald..	G. T. Eldridge, L. Hezzlewood, S. T. May, A. N. Palmer, J. G. Grundy, Mamie Finch, A. B. Taft, Belle Eldridge, Mrs. Blanche Grundy, Mrs. Stella McDonald,

STATISTICS OF CITY SYSTEMS.  
COMPARATIVE SHOWING FOR 1900—1901.  
*Cities having 3,000 or more by the census of 1900.*

STATISTICS OF CITY SYSTEMS.

COMPARATIVE SHOWING FOR 1900-1901.

Cities and towns in Iowa having more than 1,500 and less than 3,000 population by the census of 1900.

CITIES.	Population, census 1900.	Enumeration, 1901.	Enrollment, 1900-1901.	Attendance, 1900-1901.	Attendance upon enumeration.	Attendance upon enrollment.	Paid all teachers in 1900-1901.	Tuition per month.	Assistant teachers.	Salary per month.	Months taught.	PRESENT CITY SUPERINTENDENT 1900-1901.	Salary.
Albia .....	2983	893	685	600	67	88	6915 17	\$1 35	16	\$39 10	9	H. C. Hollingsworth ..	\$1300
Algona .....	2911	1021	826	692	67	83	9657 89	1 48	20	45 00	9.5	N. Spencer .....	1300
Ames .....	2422	739	613	475	64	75	6721 50	1 58	15	42 66	8	E. D. Y. Culbertson ..	1200
Anamosa .....	2801	888	625	497	56	79	6867 21	1 17	13	46 00	9	A. Palmer .....	1200
Audubon .....	1865	574	540	412	72	76	5230 00	1 40	10	44 50	9	F. P. Hocker .....	1000
Avoca .....	1627	561	449	313	61	76	5610 50	1 82	12	46 60	9	C. R. Aurner .....	1080
Bedford .....	1977	646	565	482	74	85	7401 23	1 72	14	49 61	9	E. H. Griffin .....	1100
Bellevue .....	1607	574	279	203	35	72	3599 75	1 97	7	42 85	9	M. Janes .....	900
Bloomfield .....	2105	681	539	385	56	71	4200 00	1 36	11	37 50	8	Ed. R. Collins .....	800
Britt .....	1540	482	480	352	73	73	4790 00	1 41	10	42 17	9	A. M. Deyoe .....	1000
Carroll .....	2882	1011	615	520	51	84	7985 00	1 28	15	47 00	9	C. C. Magee .....	1350
Clear Lake .....	1706	654	598	379	58	63	4465 00	1 18	10	38 50	9	D. H. Campbell .....	1000
Colfax .....	2053	659	559	408	61	73	4820 12	1 49	12	46 00	9	I. L. Mishler .....	1000
Corning .....	2145	799	653	571	71	87	7255 00	1 44	16	45 00	9	O. M. Elliott .....	1080
Cresco .....	2806	806	608	432	53	71	6968 77	1 79	15	43 00	9	L. E. A. Ling .....	1300
Denison .....	2771	1137	850	650	57	76	9124 00	1 57	19	48 00	9	H. H. Savage .....	1100
Idon .....	1850	608	534	379	62	71	4041 50	1 18	9	39 44	9	F. B. Taylor .....	810
Idora .....	2233	601	447	338	56	75	6179 75	2 04	13	50 45	9	Milo Hunt .....	1000
Immetsburg .....	2361	745	547	383	51	70	6375 00	1 84	14	45 00	9	H. E. Blackmar .....	1200
Forest City .....	1758	551	566	423	76	75	6093 36	1 60	14	41 70	9	H. O. Bateman .....	1150
Guttenburg .....	1620	587	271	207	35	75	5596 78	1 64	6	43 00	10	E. A. Schiefelbein .....	800
Lamburg .....	2079	698	598	444	63	74	5872 77	1 31	12	45 00	9	J. C. King .....	1100
Hampton .....	2727	701	623	499	71	80	8315 00	1 85	16	48 00	9	Geo. A. Bateman .....	1400
Harlan .....	2422	895	790	610	68	77	8746 25	1 58	18	48 33	9	E. S. White .....	1200
Hawarden .....	1810	651	562	371	57	66	6095 00	1 80	11	44 35	9	C. H. Brake .....	900
La Grove .....	1067	757	682	525	70	77	7971 25	2 04	17	46 29	9	E. T. Shepard .....	1000
Iowa Falls .....	2840	872	768	610	70	79	9614 36	1 60	16	44 66	9	L. Hezzlewood .....	1250
Jefferson .....	2601	771	711	545	70	76	6465 03	1 33	15	43 86	9	L. B. Carlisle .....	1200
Lake City .....	2703	757	667	602	79	90	7403 08	1 36	15	43 33	9	W. H. Brown .....	1200
Lamoni .....	1540	487	438	331	68	75	4073 75	1 44	10	36 75	9	W. W. Griffith .....	900
Leon .....	1905	583	495	333	57	67	5004 99	1 50	13	37 00	9	J. H. Drake .....	1000
Manchester .....	2887	828	644	460	55	71	7709 00	1 85	18	40 00	9	R. W. Wood .....	1200
Marango .....	2007	583	539	418	76	83	8002 50	1 67	16	48 00	9.5	C. H. Carson .....	1400
Monticello .....	2104	668	587	427	63	72	5645 00	1 47	13	40 00	9	C. R. Scroggie .....	1200
St. Ayr .....	1729	555	534	356	64	66	5280 00	1 65	12	40 90	9	Adam Pickett .....	800
St. Vernon .....	1629	456	296	232	50	80	2688 71	1 42	6	40 00	9	P. W. Peterson .....	900
Thyristic .....	1758	611	562	348	57	62	2587 50	1 00	9	30 00	8	W. H. Kalkofen .....	600
Nebraska .....	2472	727	626	615	84	98	7036 75	1 77	16	41 88	9	H. G. Lamson .....	1200
New Hampton .....	2339	708	671	469	58	70	6640 02	1 57	18	44 00	9	A. T. Rutledge .....	1100
Nesawa .....	1933	860	537	450	52	83	6081 34	1 50	11	50 00	9	A. F. Styles .....	1000
Page .....	2734	785	627	484	61	77	8126 50	1 87	21	39 46	9	Geo. Chandler .....	1350
Peocla .....	2505	782	673	520	66	77	6745 16	1 46	15	41 66	9	I. N. Beard .....	1200
Pella .....	2623	943	677	508	54	75	6058 50	1 32	16	38 00	9	W. W. Cook .....	1000
Rock Rapids .....	1766	583	558	430	73	77	7325 02	1 89	14	47 08	9	W. S. Wilson .....	1300
St. City .....	2079	621	521	432	70	83	4236 15	1 09	9	40 00	9	A. E. Clarendon .....	1000
Thymour .....	1703	750	475	365	49	76	2952 50	1 01	8	37 20	8	W. B. Thornburgh .....	800
Weldon .....	2282	740	801	618	83	77	9000 00	1 53	17	45 62	9	W. I. Simpson .....	1350
Worthington .....	1952	681	568	451	66	80	6083 75	1 50	14	41 00	9	John F. Riggs .....	1000
Worm Lake .....	2169	781	674	504	64	74	7400 00	1 63	15	40 60	9	J. H. O'Donaghue .....	1300
Wart .....	2079	613	610	454	70	74	6838 50	1 55	15	42 00	9	G. W. Bryan .....	1200
Waucoma .....	2649	718	515	437	60	84	5625 01	1 34	12	41 36	9	C. E. Fleming .....	1000
Wilton .....	2513	742	556	426	57	76	6515 00	1 70	13	47 50	9	R. B. Crone .....	1200
Wledo .....	1941	590	504	407	69	80	6699 96	1 82	12	50 00	9	J. B. Young .....	1300
Wiley Junction .....	1700	606	559	481	79	86	6165 93	1 72	15	43 00	9	Chas. W. Lyon .....	1100
Willsca .....	2211	724	631	481	65	76	7211 25	1 47	15	46 00	9	F. E. Palmer .....	1125
Waukon .....	2153	722	482	347	48	72	5633 30	1 60	12	41 81	9.5	C. W. Macomber .....	1200
West Liberty .....	1690	461	453	333	72	73	5420 00	1 83	11	44 60	9	L. T. Hill .....	1000
West Union .....	1935	584	468	349	60	74	4520 00	1 44	10	50 00	9	G. E. Finch .....	1100
Whit Cheer .....	2746	859	775	575	67	74	6382 50	1 25	15	41 50	9	J. E. Whitmer .....	1000

## STATISTICS OF CITY SYSTEMS.

## COMPARATIVE SHOWING FOR 1900-1901.

*Cities having 3,000 or more by the census of 1900.*

CITIES.	Population, census 1900.	Enumeration, 1901.	Enrollment, 1900-1901.	Attendance, 1900-1901.	Attendance upon enumeration.	Attendance upon enrollment.	Paid all teachers in 1900-1901.	Tuition per month.	Assistant teachers.	Salary per month.	on the taught.	PRESENT CITY SUPERINTENDENT. YEARS 1900-1901.	Salary.
Atlantic .....	5046	1946	1166	816	43	72	\$14175 00	\$1 88	27	\$55 00			
Belle Plaine ....	3283	975	870	677	69	78	8435 00	1 40	20	40 00			
Boone .....	8880	1577	232	1481	57	64	23 83 50	1 52	53	50 00			
Burlington .....	23201	7922	1675	1683	46	79	61239 89	1 76	110	50 00			
Cedar Falls ....	5119	1501	1176	863	57	73	11061 09	1 98	27	43 94			
Cedar Rapids ..	25656	9008	5472	4284	48	78	70206 21	1 87	140	53 97			
Centerville .....	5256	2215	1418	1121	51	79	11840 01	1 32	31	45 00			
Chariton .....	3989	1270	1018	763	60	75	9209 58	1 38	23	59 15			
Charles City ....	4227	1344	1008	766	57	76	12134 92	1 76	28	58 75			
Cherokee .....	3865	1171	1032	758	64	73	11849 86	1 43	23	50 00			
Clarinda .....	3276	1020	898	653	64	73	10080 00	1 72	21	45 17			
Clinton .....	22698	5891	3624	2745	46	75	41779 25	1 70	99	50 00			
Council Bluffs ..	25801	6210	5150	3947	63	76	70900 50	1 85	121	58 50			
Creston .....	7752	2561	1927	1442	56	74	19486 63	1 51	42	44 42			
Davenport .....	35254	11518	6496	5154	45	74	97182 56	1 86	178	50 64			
Decorah .....	3246	866	633	480	55	76	8638 75	1 82	18	39 33			
Des Moines W. & E. }	62139	12196	7368	5480	45	74	120636 19	2 68	215	67 18			
Dubuque .....	16297	606	4221	3071	51	71	46494 42	1 68	100	51 04			
Eagle Grove .....	3557	1277	1080	829	30	77	60822 50	1 77	134	40 00			
Eatherville .....	3217	1276	835	776	56	92	9172 50	1 31	21	43 00			
Fairfield .....	4649	1200	914	714	60	77	9521 41	1 36	18	41 50			
Fort Dodge ....	12162	1256	1030	793	61	77	9687 97	1 37	22	45 00			
Fort Madison ..	9278	2788	1931	1500	54	77	20302 88	1 50	45	42 39			
Glenwood .....	3040	2616	1313	1060	40	80	12076 22	1 36	30	46 00			
Grinnell .....	3800	139	744	514	37	70	7222 72	1 67	17	50 00			
Independence ..	3656	1184	945	795	67	84	12347 45	1 72	23	51 45			
Indianola .....	3261	1135	835	696	61	83	12014 86	1 02	25	41 10			
Iowa City .....	7987	1066	925	700	65	75	7884 00	1 25	18	41 82			
Keokuk .....	14641	2075	1625	1345	65	82	21612 49	1 41	44	47 00			
Knoxville .....	3131	4136	2531	2057	54	81	34090 79	1 96	64	55 00			
Le Mars .....	4146	1010	1004	817	80	81	7402 50	1 11	17	42 00			
Lyons .....		1498	1041	759	50	73	11848 74	1 73	21	52 00			
Maquoketa .....	3777	1962	1240	847	43	68	11824 25	1 47	25	43 00			
Marion .....	4102	1177	1075	809	64	74	9235 88	1 27	21	45 00			
Marshalltown ..	11544	1886	946	725	56	76	11409 94	1 78	22	46 00			
Mason City .....	6746	3405	2742	2381	70	86	13390 75	1 89	62	54 00			
Missouri Valley ..	4010	2266	1575	1092	48	69	17070 90	1 74	41	47 00			
Mt Pleasant .....	4109	1262	1059	786	62	74	10112 49	1 51	22	46 50			
Muscatine .....	13073	1147	850	670	58	78	9625 94	1 26	25	38 34			
Newton .....	3642	4306	2669	2184	51	81	72621 00	1 49	60	47 00			
Oelwein .....	5143	1080	898	701	65	79	8894 60	2 40	21	44 00			
Oskaloosa .....	9212	1253	1009	661	53	65	7654 98	1 28	19	45 54			
Ottumwa .....	18197	2981	2187	1700	57	77	25472 78	1 73	51	52 00			
Perry .....	3956	5797	4401	3407	58	77	52270 50	1 61	105	47 20			
Red Oak .....	1355	1215	1077	874	71	81	10841 19	1 37	24	45 21			
Shenandoah .....	3573	1474	215	964	64	79	15081 74	1 72	32	45 50			
Sioux City .....	33111	1150	917	675	58	71	9695 47	1 80	20	47 80			
Soencer .....	3095	12812	8978	5420	42	60	95418 80	1 42	160	56 35			
Vinton .....	3499	985	427	599	62	64	8623 10	1 60	18	44 50			
Washington .....	4255	937	771	569	60	73	8525 00	1 67	18	45 00			
Waterloo E. & W. }	12580	1208	924	750	62	81	9059 10	1 47	22	44 00			
Waverly .....	3177	2651	1575	1201	46	76	18484 28	1 70	41	44 80			
Webster City .....	4613	1292	1056	787	60	74	12441 25	1 75	26	49 61			
Winterset .....	3039	1010	737	573	56	77	8632 05	1 57	18	46 00			
		1554	1152	799	51	69	11407 46	1 58	25	40 00			
		959	815	641	66	78	7097 50	1 20	16	45 00			

\*Included in Clinton.

## STATISTICS OF CITY SYSTEMS.

COMPARATIVE SHOWING FOR 1900-1901.

*Cities and towns in Iowa having more than 1,500 and less than 3,000 population by  
the census of 1900.*





## GRADED SCHOOLS—CONTINUED.

Blanchard.....	704	9.0	205	214	151	\$ 1.70	D. D. Miles.....	3700	4	\$45.00
Bode.....	400	8.0	130	95	49	2.43	M. M. Horton ..	400	2	35.00
Bonaparte.....	898	8.0	280	220	171	1.64	A. G. Roberts.....	700	4	38.75
Boyden .....	336	9.0	146	120	83	2.04	M. C. Murrey .....	495	4	35.83
Braddyville.....	236	9.0	97	85	...	...	J. E. McLean .....	500	2	40.00
Brandon.....	...	8.5	99	93	58	1.15	Anna Maloney.....	337	1	35.00
Brazil.....	...	7.0	237	173	95	1.76	Jean Findlay.....	210	1	30.00
Breda .....	395	9.0	103	103	66	1.80	J. C. Callahan.....	540	1	40.00
Bridgewater.....	...	9.0	125	109	85	1.34	A. E. Ish .....	450	2	35.00
Brighton.....	807	9.0	272	248	196	1.28	Samuel Quigley.....	720	5	38.00
Bristow .....	317	9.0	138	129	96	3.67	George E. Pruitt .....	540	2	40.00
Brooklyn .....	1188	9.0	548	359	277	1.73	Eugene Henley .....	1000	8	49.00
Brooks.....	...	8.0	88	85	...	...	J. E. Cundy .....	400	1	35.00
Brookville.....	...	8.0	70	40	31	1.32	...	344	1	30.00
Buchanan.....	...	9.0	129	120	40	1.75	Sadie Gillespie.....	360	1	35.00
Buffalo.....	372	7.5	163	125	87	1.06	D. W. Hanks.....	430	1	40.00
Buffalo Center .....	872	9.0	440	287	280	1.32	C. J. Johnson.....	765	9	34.77
Burr Oak.....	...	8.0	99	99	58	1.25	S. E. Brickner .....	300	1	31.50
Burt.....	504	9.0	167	184	134	1.56	M. E. Dunbar.....	675	3	45.00
Bussey.....	550	8.0	247	200	119	1.30	Thomas Bell .....	360	2	35.00
Cairo.....	...	8.0	48	40	26	2.10	T. M. Boden .....	280	1	32.50
Calamus.....	287	9.5	141	112	91	1.30	E. T. Housh .....	570	1	40.00
Callender.....	399	8.0	171	104	77	1.47	C. M. Ericason.....	320	2	37.50
Calmar.....	1001	9.5	393	252	186	1.14	F. C. Clark.....	760	4	33.75
Camanche.....	713	9.0	195	150	127	1.14	W. M. Stone .....	450	3	31.67
Cambridge.....	667	9.0	193	184	125	.96	E. S. Smith .....	585	3	37.50
Cantril.....	356	8.0	101	112	92	1.38	Helen M. Taylor .....	480	2	33.75
Carbon.....	...	9.0	195	140	...	...	J. H. Wescoat.....	315	1	30.00
Carbonado .....	...	8.0	62	38	31	1.67	Mary Wasson.....	225	...	...
Carlisle.....	553	9.0	236	217	168	.99	F. E. Stephens.....	540	3	40.00
Carson .....	632	9.0	257	223	195	1.5	G. P. Linville.....	760	6	42.00
Cascade.....	1266	9.0	154	70	24	2.92	Mrs. N. J. Dennison..	405	1	30.00
Casey.....	568	9.0	191	187	147	1.56	G. W. Matteson .....	585	4	41.00
Castalia.....	...	8.0	67	61	14	5.86	William McKinley..	280	1	33.12
Castana .....	355	9.0	136	114	105	1.91	Philip M. Lewis .....	675	4	37.50
Center Grove .....	...	10.0	107	92	52	1.80	Mamie Luke .....	350	1	35.00
Center Junction.....	255	9.0	116	86	57	2.31	Oscar Gillilan .....	450	2	35.00
Center Point .....	674	9.0	227	197	153	1.02	J. M. Sullivan.....	630	4	32.25
Central City .....	623	8.5	256	226	207	1.20	L. A. Jester.....	750	6	35.00
Chapin.....	...	9.0	77	78	52	1.58	Luther P. Breeden ..	405	1	37.50
Charleston .....	...	8.0	117	85	60	.90	George Kunz .....	240	1	25.00
Charlotte.....	...	10.0	128	100	76	1.39	George E. Farrell ..	600	1	40.00
Charter Oak.....	772	9.5	301	276	258	1.28	C. F. Garrett .....	855	7	40.00
Chelsea .....	419	9.0	163	129	101	1.42	W. J. Hunt .....	450	3	31.66
Chester .....	...	9.0	97	91	63	1.60	F. A. Wildman.....	540	1	40.00
Chillicothe .....	216	8.5	95	59	42	2.14	...	475	1	35.00
Churdan .....	626	9.0	196	168	133	1.36	A. P. Speers.....	585	4	35.00
Cincinnati .....	1313	9.0	456	350	244	.95	P. B. Woods .....	720	5	32.00
Clarence.....	675	9.0	216	180	136	2.03	J. H. Morgan.....	1000	4	41.25
Clarion .....	1475	9.0	494	427	338	1.50	S. T. May .....	900	10	45.50
Clarksville.....	849	9.0	200	215	158	1.74	Chas. F. Severance...	675	5	38.00
Clayton.....	...	10.0	59	54	32	2.34	W. H. Bernhardt ..	450	1	30.00
Clearfield .....	698	9.0	242	265	202	1.08	H. S. Ash .....	720	4	42.00
Cleghorn .....	...	9.0	110	96	34	2.37	John Hayes.....	495	1	40.00
Clermont .....	513	9.0	318	206	113	1.66	C. P. McNerlin.....	540	4	37.50
Coal Creek.....	...	9.0	74	60	30	1.86	Clara Burris .....	360	1	32.50
*Capital Park.....	...	9.0	720	663	446	2.00	Z. C. Thornburg.....	1200	18	46.91
Coggon .....	498	9.0	153	151	119	1.34	L. Inman.....	495	3	35.00
Colo.....	574	9.0	190	204	...	...	Z. S. Breckenridge..	630	5	37.50
Colesburg .....	274	9.0	87	84	53	2.07	T. A. Foote.....	630	1	40.00
Collins.....	540	9.0	174	164	117	1.54	C. K. Peck .....	540	3	40.00
College Springs.....	693	9.0	224	186	131	1.30	M. L. Whittaker.....	450	2	40.00
Colo.....	391	9.0	130	122	93	1.54	I. B. Allard.....	630	2	37.50
Columbus City.....	388	8.0	167	121	95	1.79	C. R. Wallace .....	520	3	35.00
Columbus Jct. ....	1009	9.0	362	360	278	1.51	H. E. Simpson .....	900	8	38.00
Conesville .....	...	8.5	74	69	...	...	Geo. E. Missildine..	425	1	32.50
Conrad .....	483	9.0	175	168	141	1.62	A. W. Gray.....	585	4	40.93
Conway .....	348	8.5	139	131	96	1.70	W. H. Cash .....	450	2	35.00
Coon Rapids.....	1017	9.0	417	417	276	1.44	S. A. Power.....	720	7	40.00

\* Des Moines.



## GRADED SCHOOLS—CONTINUED.

NAME OF TOWN.	Population, census 1900.	Number months school.	Enumeration between 5 and 21 years in 1901.	Enrolled in school—fall of 1901.	Average attendance, 1900-1901.	Average tuition per month for each scholar in av. attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1900-1901.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Fairview .....			502	284	246	\$ .95			\$ 6	\$38.76
Farley .....			216	159	125	1.40	M. J.	600	3	35.00
Farmington .....			389	350	277	1.25	A.	720	7	36.92
Farmhamville .....			158	127	89	1.36	M.	450	2	35.00
Farragut .....			190	201	165	1.67	I.	675	5	42.00
Fayette .....			358	312	242	1.31	I.	720	7	45.00
Fertile .....			91	63	51	1.84	C.	290	1	40.00
Florida .....			104	95	69	1.08	G.	240	1	40.00
Floyd .....			121	113	75	1.86	E.	540	2	35.00
Fonda .....			389	375	264	1.52	J.	700	7	45.71
Fontanelle .....			312	215	165	1.21	C.	810	4	40.00
Ft. Atkinson .....			186	87	58	1.42	P.	450	1	32.00
Poster .....			130	86	62	1.40	N.	400	1	37.00
Frankville .....			72	73	34	1.85	L.	315	1	27.50
Fraser .....			201	250	157	1.03	R.	400	3	33.00
Fredericksburg .....			204	186	122	1.15	I.	500	3	30.00
Franklin .....			115	90	45	1.28	M.	200	1	32.50
Premont .....			187	197	129	1.29	J.	480	4	37.50
Galt .....			72	78			O.	360	1	30.00
Galva .....			219	201	157	1.82	Kate Hummer .....	720	5	40.00
Garden Grove .....			210	230	185	1.15	G. W. Monroe .....	810	5	32.00
Garnaville .....			132	103	63	2.14	E. O. Fiske .....	585	2	35.00
Garner .....			400	374	258	1.82	M. F. Meine .....	850	9	44.00
Garrison .....			213	189	137	1.75	C. R. Lowe .....	540	2	36.00
Geneva .....			98	83	50	2.28	Willis E. Lamb .....	540	2	31.25
George .....			127	127	86	1.79	B. H. Culver .....	630	2	42.00
Germania .....			121	93	70	1.78	F. H. Dawson .....	405	2	35.00
Gilbert Station .....			91	71	45	1.62	C. H. Robinson .....	450	1	36.37
Gilman .....			177	174	125	1.64	Jesse Callow .....	585	4	50.00
Gilmore City .....			166	235	152	1.46	Mrs. Edna Blake .....	630	4	38.75
Garwin .....			172	137	110	1.63	Fred Becker .....	595	3	40.00
Gladbrook .....			335	285	230	1.35	C. F. Kuehne .....	810	5	45.00
Glidden .....			222	222	121	1.50	J. H. Beveridge .....	1180	5	40.00
Goldfield .....			249	277	191	1.88	G. T. Eldridge .....	720	7	37.00
Goodell .....			122	97	70	2.02	Wm. Philo .....	485	2	35.00
Gowrie .....			244	202	133	1.71	J. F. O'Malley .....	630	3	35.00
Graettinger .....			175	165	85	1.84	Anna Rutledge .....	450	3	40.00
Grafton .....			90	61	50	1.16	Myrtle E. Cory .....	360	1	40.00
Grundy Center .....			410	395	324	1.59	J. E. Stout .....	1125	12	39.00
Guthrie Center .....			443	408	320	1.38	H. C. Miller .....	900	8	38.00
Grand Mound .....			171	117	94	1.22	S. M. Ballard .....	495	2	31.50
Grand Junction .....			412	314	206	1.72	A. J. Oblinger .....	900	6	42.70
Grant Park .....			498	438	368	1.45	Sue Fairchild .....	540	8	38.50
Grant City .....			104	92	44	1.59	Leroy Anderson .....	360	1	30.00
Granville .....			134	45	29	2.77	L. A. Wilson .....	500	1	35.00
Gravely .....			206	171	124	1.37	W. W. Palmer .....	450	3	40.00
Gray .....			75	65	56	1.65	Wm. Cunningham .....	450	1	37.50
Greeley, Del. Co. .....			123	107	90	1.73	Theodore Laam .....	630	2	42.50
Greeley .....			192	216	122	1.60	H. L. Hunt .....	360	2	32.10
Greene .....			347	350	250	1.64	J. R. Jamison .....	1000	8	40.00
Greenfield .....			457	418	344	1.51	G. O. Van Meter .....	900	10	42.25
Griswold .....			275	286	216	1.46	W. R. Andrews .....	900	6	45.00
Hamilton .....			202	157	99	1.10	Mrs. M. Harsin .....	400	3	36.66
Hancock .....			111	104	71	1.76	J. D. Reed .....	475	3	35.00
Hansell .....			49	43	34	1.60	Ells M. Soper .....	280		
Harcourt .....			64	86	27	3.40	Rachel Bass .....	280	1	30.00
Harper's Ferry .....			124	101	66	1.25				
Hartley .....			430	337	255	1.88	D. M. Odle .....	900	6	43.10
Hastings .....			159	145	104	1.73	W. B. Woods .....	540	4	42.50
Havelock .....			145	156	104	1.78	Frank Jarvis .....	585	3	40.00
Hawkeye .....			256	171	141	1.41	R. H. Belknap .....	646	4	41.00
Hazleton .....			192	127			Lucie Arthaud .....	360	4	28.75
Hedrick .....			349	318	278	1.10	John E. Foster .....	600	6	38.00
Henderson .....			104	101	73	2.46	B. M. Taylor .....	630	4	40.00
Hesper .....			113	75	36	3.28	G. W. Borst .....	585	2	36.00
Hiteaman .....			660	474	400	.52	J. F. Treasure .....	480	6	35.85
Hillsboro .....			101	101	72	1.15	A. H. Packer .....	440	1	28.00
Hillsdale .....			128	132	77	1.19	E. H. Hamilton .....	405	2	42.50
Holstein .....			370	271	220	1.81	J. W. Elwood .....	720	7	41.23

**GRADED SCHOOLS—CONTINUED.**

NAME OF TOWN.	Population, census 1900	Number months School.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					</
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## GRADED SCHOOLS—CONTINUED.

Little Rock, . . .	399	8.4	236	201	113	\$ 2.48	Carper Schenk.....	\$630	6	\$34.12
Little Sioux.....	427	8.0	173	158	109	1.60	J. M. Ireland.....	585	3	35.00
Logan.....	1377	9.0	475	460	308	1.68	Chas. A. Blodgett.....	1000	10	45.00
Livermore.....	618	9.0	224	200	134	2.09	W. H. Blakely.....	675	5	41.00
Lohrville.....	507	9.0	203	203	143	1.71	J. B. Green.....	720	4	40.00
Lone Tree.....	600	9.0	193	201	130	1.61	F. S. Mahomet.....	595	4	35.00
Lorimor.....	587	9.0	186	183	144	1.42	John Boyle.....	665	3	40.00
Lost Nation.....	.....	9.0	137	137	103	1.23	G. D. Farley.....	585	2	31.00
Lovilla.....	.....	8.0	148	106	59	1.43	H. L. Moore.....	400	1	35.00
Lowden.....	544	9.0	221	149	87	1.72	F. C. Popham.....	630	2	40.00
Low Moor.....	318	10.0	128	85	34	2.68	E. R. Stoddard.....	500	1	40.00
Luana.....	.....	9.0	62	40	.....	.....	Mabel Hesner.....	290	1	32.00
Lucas.....	1132	9.0	565	331	286	90	F. M. Hayner.....	585	7	31.45
Luverne.....	534	9.0	150	184	138	1.69	W. E. Kyle.....	675	4	40.00
Lynnville.....	347	8.0	135	150	.....	.....	A. T. Gifford.....	480	3	32.00
Macedonia.....	295	9.0	165	134	97	2.06	H. L. Cailliet.....	675	4	41.67
Macksburg.....	235	8.0	93	75	.....	.....	Eva Hochstetler.....	420	3	32.00
Madrid.....	1021	8.0	330	317	220	1.68	E. L. Meek.....	520	5	38.00
Magnolia.....	.....	9.0	148	122	93	1.31	K. G. Lancelot.....	450	2	45.00
Malcom.....	404	9.0	112	120	100	1.90	W. C. Lyman.....	675	3	40.00
Maloy.....	.....	8.5	80	62	48	1.46	Geo. T. Moffett.....	320	1	30.00
Malvern.....	1166	9.0	388	347	266	1.50	J. B. Morris.....	900	8	45.00
Manilla.....	773	9.0	357	310	276	1.34	P. M. Hersom.....	675	6	40.00
Manley.....	359	9.0	120	128	89	1.41	C. F. Mutchler.....	450	2	35.00
Manning.....	1169	9.0	508	429	343	1.50	A. C. Fuller.....	900	8	40.00
Manson.....	1424	9.0	473	403	327	1.48	P. C. Holdoegel.....	1100	8	48.00
Mapleton.....	1099	9.0	330	335	221	1.63	W. B. Buckley.....	1000	7	42.14
Marathon.....	659	9.0	240	219	168	1.39	E. G. Clark.....	675	4	40.00
Marble Rock.....	573	9.0	209	181	.....	.....	A. H. Hoffman.....	675	4	30.00
Marcus.....	718	9.0	320	236	151	1.54	R. H. Minkel.....	675	4	40.00
Marne.....	410	9.0	160	141	113	1.59	E. N. Gibson.....	540	3	40.00
Martinsburg.....	332	7.0	112	113	94	1.59	George L. Matson.....	480	3	31.66
Marysville.....	322	7.0	189	146	95	1.26	S. R. Hickman.....	400	3	40.00
Massena.....	475	9.0	140	170	120	1.42	W. E. Salisbury.....	675	3	43.33
Maurice.....	280	9.0	115	92	52	2.30	Ed M. Everhart.....	450	3	35.00
Maxwell.....	810	9.0	307	269	175	1.25	C. W. Kirk.....	585	5	40.00
Maynard.....	495	9.0	190	166	120	1.44	H. L. Lockwood.....	540	4	40.00
McGregor.....	1498	10.0	445	460	306	2.02	Josephine Harrison.....	1200	8	50.00
McIntire.....	.....	9.0	204	151	104	1.29	J. R. McCollum.....	675	2	30.00
Mechanicsville.....	703	9.0	174	183	141	1.70	C. McCracken.....	800	4	40.00
Medapolis.....	725	9.5	221	196	158	1.92	G. L. Gillis.....	900	5	40.00
Melbourne.....	366	9.0	156	125	90	1.70	U. G. Brown.....	495	3	35.00
Melrose.....	400	8.0	197	151	105	1.00	H. A. Reed.....	400	2	27.50
Menlo.....	428	9.0	163	150	114	1.74	M. P. Kenworthy.....	720	3	40.00
Meriden.....	432	9.0	127	102	65	1.20	W. O. Dailey.....	540	1	40.00
Merrill.....	189	9.0	179	172	130	1.38	.....	765	3	35.00
Meservay.....	193	9.0	57	80	62	1.29	G. M. Metzger.....	405	1	35.00
Miles.....	385	9.0	152	142	101	1.28	John Ogden.....	585	2	40.00
Milford.....	485	9.0	290	189	101	1.90	I. C. Welty.....	675	3	42.00
Millersburg.....	.....	8.0	130	115	91	1.25	A. H. Cutler.....	400	2	32.50
Milo.....	585	9.0	248	252	195	1.15	P. E. McClenahan.....	675	4	36.88
Milton.....	849	8.0	340	312	233	1.12	D. T. Sollenbarger.....	900	6	32.50
Minburn.....	317	8.0	204	147	106	1.17	I. W. Percy.....	440	2	37.50
Minden.....	328	9.0	175	122	93	2.28	W. A. Bentley.....	630	3	48.75
Mitchell.....	245	9.0	159	149	104	1.83	H. E. LaRue.....	765	3	35.00
Mitchellville.....	768	9.9	215	202	149	1.49	E. Bradner.....	630	5	38.00
Modale.....	383	9.0	151	144	102	1.17	D. E. Brainerd.....	450	2	35.50
Molingona.....	.....	9.0	104	103	40	1.88	.....	.....	2	37.50
Mona.....	.....	8.0	174	99	66	1.21	C. E. Cavett.....	360	1	30.00
Mondamin.....	384	9.0	154	143	112	1.11	L. M. Dakin.....	450	2	40.00
Monmouth.....	281	9.0	129	120	88	2.42	Amos Hill.....	585	2	30.00
Monona.....	674	9.0	218	158	130	1.80	M. S. Huie.....	679	3	43.33
Monroe.....	917	8.0	290	275	201	1.80	T. E. Ellison.....	720	7	40.35
Montezuma.....	1210	9.0	522	375	315	1.30	A. C. Dickinson.....	1000	9	45.00
Montour.....	502	9.0	135	129	101	1.83	H. B. Shoemaker.....	585	3	40.00
Montrose.....	748	8.0	254	183	119	1.68	J. P. Kennedy.....	600	4	26.20
Moravia.....	632	8.0	200	176	121	1.46	C. B. Mericle.....	480	4	30.00
Morning Sun.....	948	9.0	360	325	275	1.33	A. M. M. Dornon.....	1000	7	40.16
Morrison.....	176	9.0	40	30	29	2.92	Arthur H. Wright.....	396	1	38.00





## GRADED SCHOOLS—CONTINUED.

NAME OF TOWN.	Population, census 1900.	Number of months																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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## GRADED SCHOOLS—CONTINUED.

NAME OF TOWN.	Population census 1900.	Number of months school.	Enumeration between 5 and 21 years in 1901.	Enrolled in school—fall of 1901.	Average attendance 1900—1901.	Average tuition per month for each scholar in average attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL 1900—1901.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
Sidney .....	1143	9 0	479	479	361	\$ 1 45	L. H. Maus .....	\$ 900	10	\$ 38 54
Silver City .....	438	9 0	191	170	100	2 14	W. L. Embree .....	600	4	45 00
Sioux Center .....	810	9 5	313	231	207	1 30	A. M. Nicholson .....	760	4	43 70
Sioux Rapids .....	1005	9 0	380	333	241	1 64	P. L. Dorland .....	900	7	42 14
Slater .....	426	8 0	193	151	111	1 98	A. O. Wydell .....	440	3	40 00
Sloan .....	643	9 0	332	278	201	1 53	A. W. Tschantz .....	765	5	40 00
Smithland .....	435	9 0	241	214	139	2 94	F. L. Giles .....	720	2	45 00
Solon .....	397	8 0	142	128	103	1 38	E. S. Hoadley .....	540	2	35 00
South English .....	319	8 0	122	103	67	1 68	L. D. Young .....	440	2	37 50
Spillville .....	356	9 0	187	80	50	1 66	D. P. Dempsey .....	450	1	30 00
Spirit Lake .....	1219	9 0	434	359	267	1 60	W. T. Davidson .....	1000	7	45 00
Springdale .....	.....	9 0	131	136	110	1 83	F. W. Hicks .....	765	3	38 88
Snow Hill .....	.....	9 0	244	237	174	1 79	S. S. Breckinridge ..	675	5	36 00
Springville .....	599	9 0	169	212	186	1 88	J. E. Vance .....	900	6	42 00
Stacyville .....	490	9 0	195	90	53	2 35	M. S. Nelson .....	495	2	35 00
Stanhope .....	297	8 0	147	78	63	1 74	Glen Dougherty .....	450	2	35 00
Stanton .....	404	8 0	286	183	134	1 40	J. E. Olander .....	500	4	40 02
Stanwood .....	415	9 0	180	137	110	1 75	F. E. Fowlie .....	650	3	40 06
State Center .....	1008	9 0	374	282	216	1 85	J. E. Clayton .....	1000	7	45 00
Steamboat Rock ..	410	8 5	133	145	84	2 43	S. R. Fitz .....	550	3	36 06
Stockton .....	.....	10 0	80	53	.....	.....	E. L. Ferrier .....	425	1	40 00
Story City .....	1197	9 0	423	266	216	1 25	A. R. Gardiner .....	675	6	40 00
Stratford .....	458	9 0	176	134	107	1 43	J. M. Holaday .....	675	2	37 50
Strawberry Point ..	1012	9 0	360	259	219	1 19	P. C. Arildson .....	675	5	35 00
Summer .....	1437	9 0	483	425	243	99	T. J. Durant .....	800	9	33 00
Superior .....	187	9 0	75	67	.....	.....	R. E. Scott .....	360	1	35 00
Sutherland .....	722	9 0	343	266	213	1 40	M. P. Fobes .....	1000	5	40 00
Swaledale .....	240	9 0	115	78	.....	.....	Geo. Wilder .....	360	1	40 00
Swan .....	406	8 0	205	160	135	1 00	Charles F. Reed .....	400	4	37 50
Swea City .....	322	9 0	150	123	80	1 75	A. S. Murray .....	450	2	40 00
Tabor .....	934	9 0	371	336	241	1 46	W. E. Kline .....	720	7	40 00
Thayer .....	.....	8 0	90	90	38	1 65	E. L. Egimoiro .....	280	1	32 50
Thor .....	274	7 0	88	68	48	1 37	Etta Wells .....	231	1	32 00
Thompson .....	459	9 0	138	135	70	2 57	C. J. Boyington .....	540	3	40 00
Thornburg .....	267	9 0	99	103	70	2 06	A. W. Moore .....	450	2	35 00
Thornton .....	299	9 0	152	123	90	1 47	F. H. Sunderlin .....	450	2	41 50
Thurman .....	409	9 0	181	181	152	1 70	M. E. Shuck .....	720	5	40 00
Tingley .....	488	9 0	200	190	141	1 49	Chas. Murray .....	630	4	36 25
Troy .....	.....	7 0	86	79	47	1 32	C. N. Spicer .....	266	1	24 00
Traer .....	1458	9 0	548	422	348	1 13	E. C. Meredith .....	900	9	42 25
Trenton .....	.....	8 5	108	69	53	1 33	J. V. Gray .....	340	1	35 00
Tripoli .....	655	9 0	197	152	118	1 48	Guy Scobey .....	540	4	41 25
Troy Mills .....	.....	8 0	86	60	.....	.....	Nellie Fisher .....	340	1	35 00
Truro .....	.....	8 0	87	87	55	1 20	Bert McGinnis .....	280	1	47 50
Underwood .....	.....	9 0	100	100	23	1 70	C. R. Graves .....	360	1	47 40
Union .....	589	9 0	228	194	161	1 56	A. S. Fulton .....	600	5	40 00
Unionville .....	.....	8 0	119	123	92	1 28	A. L. Lyon .....	560	2	35 00
Urbana .....	323	8 5	122	95	55	1 55	Earl Strait .....	405	1	33 00
Ute .....	407	9 0	163	131	123	1 50	J. T. Atkinson .....	540	3	40 00
Vai .....	578	9 0	276	120	80	3 51	S. W. Meyers .....	720	3	40 00
Van Horne .....	484	9 0	192	149	120	1 54	J. W. Jarome .....	585	3	40 00
Van Meter .....	407	9 0	193	189	126	1 75	R. F. Wood .....	675	3	38 33
Victor .....	612	9 0	168	220	170	1 59	W. H. Whitford .....	675	5	39 00
Volga .....	444	9 0	176	163	120	1 41	Fred Welch .....	540	3	35 00
Walcott .....	362	10 0	146	108	75	1 53	W. T. Stichter .....	600	1	50 00
Walker .....	505	9 0	141	172	130	1 07	J. L. Ward .....	585	3	35 00
Wall Lake .....	659	9 0	250	206	166	1 20	W. H. Meek .....	675	4	40 00
Walnut .....	878	9 0	343	285	226	1 54	M. E. Crosier .....	1125	7	45 00
Wapello .....	1398	9 0	458	388	290	1 57	J. W. Cradler .....	855	9	41 75
Washta .....	431	9 0	168	167	120	1 64	G. W. Curtis .....	675	4	40 00
Waucoma .....	540	9 0	233	218	151	1 11	L. J. Ayer .....	450	4	40 00
Waukee .....	292	9 0	144	118	84	1 43	J. M. Curry .....	450	2	35 00
Wayland .....	394	8 0	169	145	122	1 27	J. E. Stuckey .....	400	3	35 00
Weldon .....	.....	8 0	133	140	100	1 54	J. L. Latta .....	560	2	35 00
Wellman .....	654	9 0	199	189	135	1 22	M. E. Logan .....	675	3	37 50
Weston .....	.....	8 0	84	60	55	94	Charlotte Henninger	270	1	40 00
Wesley .....	730	9 0	235	204	120	1 68	E. O. Bronson .....	675	4	40 00

GRADED SCHOOLS — CONTINUED.

NAME OF TOWN.	Population, census 1900.	Number of months school.	Enumeration between 5 and 21 years in 1901.	Enrolled in school—fall of 1901.	Average attendance, 1900-1901.	Average tuition per month for each scholar in average attendance.	NAME OF SUPERINTENDENT OR PRINCIPAL, 1900-1901.	Annual salary.	Number of other teachers.	Average salary per month of assistant teachers.
West Decorah ...	....	9 0	181	118	68	\$ 1 60	C. A. Russell.....	\$405	2	\$35 00
West Bend.....	538	9 0	248	171	126	1 58	Geo. P. Koebel.....	585	5	40 00
West Branch.....	647	9 0	284	255	212	1 53	C. H. Atkinson.....	1000	5	43 00
West Burlington..	1044	9 0	502	284	246	95	Anna Hogan.....	522	5	35 00
Westchester .....	209	8 5	88	66	52	1 42	L. S. Baker.....	360	1	30 00
Westgate.....	260	9 0	83	100	49	1 41	Wm. Sharpe .....	360	2	35 00
West Grove.....	....	8 0	71	65	45	1 26	Margaret Selman	225	1	27 50
West Point.....	....	8 0	150	66	43	1 70	Robert A. Gordner ..	250	1	30 00
West Side.....	396	9 0	157	150	106	2 39	F. L. Hoffman .....	675	4	40 00
Wheatland .....	475	9 0	212	154	117	1 77	J. H. Dutton .....	630	4	36 33
Whiting .....	572	9 0	351	207	170	1 50	G. L. Weaver.....	675	6	37 50
Whittemore.....	522	9 0	241	140	116	1 88	F. A. Bronson.....	630	3	41 67
Williams .....	500	9 0	221	185	122	1 61	J. H. Bradshaw.....	675	3	40 00
Williamsburg .....	1100	9 0	373	360	295	1 64	Bruce Francis.....	1300	8	45 70
Wilton .....	1233	9 0	408	333	233	1 72	L. G. Focht.....	1000	7	45 00
Winchester. ....	....	8 5	75	33	30	1 56	Effie Seward. ....	281	1	27 00
Winfield.....	820	9 0	265	254	193	1 35	J. W. Zerbe. ....	675	5	38 00
Winthrop .....	618	9 0	208	206	130	1 37	M. J. Goodrich .....	630	3	35 00
Wiota.....	218	9 0	124	124	73	1 79	J. R. Cattell ....	437	2	38 00
Woodbine .....	1255	9 0	457	554	365	1 49	{ H. A. Kinney.....	1400	}	50 00
							{ M. A. Reed.....	1400		
Woodburn .....	467	9 0	124	120	79	1 40	Lillian Thomas.....	450	3	31 66
Woolstock .....	274	9 0	109	90	59	1 74	O. H. Benson.....	450	2	37 50
Woodward .....	550	9 0	206	182	126	1 06	Emma Evans .....	500	3	38 75
Wyoming .....	794	9 0	279	251	190	1 51	C. C. Gray.....	810	5	43 00
Yale .....	....	9 0	117	127	60	1 39	B. Bankart .....	345	1	35 00
Zearing .....	388	....	153	158	106	1 55	D. A. Tisdale.....	467	3	36 66
Zwingle . ....	....	0	40	44	32	1 35	Grace Pinkerton.....	210	1	23 00

## SPECIAL LIBRARY REPORT.

					No. of rural schools provided with suit- able library cases	No. of sub-districts provided with libraries.	No. of independent districts provided with libraries.
Adair	1805	174 44		531		117	
Adams	1631	380 01		970	10		
Allamakee	2825	579 14	37 25	2349	53	58	
Appanoose	3993	259 03	255 63	879	26	63	
Audubon	1486	303 29	20 00	804	18	97	
Benton	6458	465 09	321 61	1354	62	81	
Black Hawk	4085	107 94		1061	9	31	
Boone	8430	351 46	45 65	737	72	91	
Bremer	5787	311 56	97 00	844	70	36	
Buchanan	5340	897 38	169 95	1310	31	77	
Buena Vista	8442	440 44	2170 35	3251	100	128	
Butler	4547	643 55	97 74	1376	55	89	
Calhoun	5717	532 72	992 32	3146	68	131	
Carroll	9501	223 26	130 65	562	45	73	
Cass	4106	947 98		582	100	131	
Cedar	5076	392 98	158 36	969	12	51	
Cerro Gordo	3398	462 18	90 61	932	65	96	
Cherokee	14183	678 72	923 40	2184	120	126	
Chickasaw	3403	216 14	24 50	347	25	1	
Clarke	1198	281 23	30 00	688	25	77	
Clay	6671	258 89	487 78	1393	52	119	
Clayton	3920	596 40	57 60	797	43	104	
Clinton	12297	971 29		819	50	105	
Crawford	3317	607 00	37 00	815	17	112	
Dallas	3448	53 70	75 00	500	45	36	
Davis	1075	568 03	5 45	770	23	37	
Decatur	1469	252 26	9 00	369	20	15	
Delaware	3206	573 23	200 00	616	100	80	
Des Moines	1853	470 55	44 40	381	4	21	
Dickinson	2671	154 63		228		76	
Dubuque	5263	614 13		1049	35	38	
Emmet	1530	310 72	38 00	631	8	40	
Fayette	5742	398 74	400 00	1745	50	103	
Floyd	5233	373 68	620 15	1492	42	91	
Franklin	1978	402 17	36 26	874	38	103	
Fremont	6037	499 89	94 39	1041	40	70	
Greene	2716	355 17	27 51	641	21	105	
Grundy	4169	577 85		610	84	67	
Guthrie	3033	273 99	25 00	588	18	22	
Hamilton	2130	693 99		982	48	103	
Hancock	2553	250 13	112 56	552	66	73	
Hardin	3824	579 87	12 00	1105		75	
Harrison	3147	505 45					
Henry	1544	298 44	72 00	908	15	32	
Howard	2607	1995 78	50 00	591	49	97	
Humboldt	3155	66 55	354 83	857	18	51	
Ida	4965	80 85	1600 00	3700	35	60	
Iowa	7173	798 75	110 00	2278	50	76	
Jackson	3786	496 97	99 42	946	73	116	
Jasper	5976	347 57		497		37	

## SPECIAL LIBRARY REPORT—CONTINUED.

COUNTIES.	Number of volumes in the libraries.	Amount of money from district funds expended for library books.	Amount expended raised from volun- tary efforts.	Volumes purchased during the year.	No. of rural schools provided with suit- able library cases.	No. of Sub. districts provided with libraries.	No. of Ind. districts provided with libraries.
Jefferson.....	2046	257 44	\$ 9 50	1373	19	53	19
Johnson.....	7541	338 93	124 60	461	53	80	40
Jones.....	5156	398 93	40 00	740	90	45	46
Keokuk.....	5378	738 32	58 60	1248	49	24	100
Kossuth.....	3464	488 38	.....	784	24	114	.....
Lee.....	4256	124 42	100 88	368	9	14	.....
Linn.....	6943	902 35	221 32	1950	46	29	75
Louisa.....	3808	377 52	17 65	828	41	62	17
Lucas.....	1360	303 68	97 25	845	1	33	57
Lyon.....	3174	440 63	431 80	1533	19	74	9
Madison.....	2546	861 72	12 07	917	40	115	14
Mahaska.....	3112	343 27	135 47	717	28	16	33
Marion.....	4223	304 72	43 27	957	.....	14	62
Marshall.....	7449	1365 50	.....	440	..	47	.....
Mills.....	8096	660 37	115 61	1780	55	16	55
Mitchell.....	6442	374 16	2700 00	3983	100	50	36
Monona.....	2884	447 27	695 85	1141	42	84	15
Monroe.....	1576	294 55	50 76	447	14	32	18
Montgomery.....	4264	475 64	11 20	474	45	61	.....
Muscatine.....	3394	309 45	.....	463	29	54	7
O'Brien.....	13536	57 95	945 75	1994	120	128	.....
Osceola.....	8292	110 67	100 00	721	83	92	.....
Page.....	2814	426 67	105 00	647	50	80	40
Palo Alto.....	9238	231 97	6000 00	7000	105	121	.....
Plymouth.....	5680	480 83	40 30	944	142	145	1
Pocahontas.....	5610	309 84	1750 51	4452	18	122	3
Polk.....	12237	593 32	... ..	925	24	54	5
Pottawattamie.....	4445	713 42	100 00	1191	150	215	15
Poweshiek.....	4429	295 50	40 00	252	21	51	3
Ringgold.....	2249	397 14	75 11	884	27	79	21
Sac.....	6744	459 06	912 89	2055	104	131	.....
Scott.....	6068	391 88	...	1120	59	71	20
Shelby.....	7868	337 71	.. ..	387	100	110	.....
Sioux.....	5425	309 82	246 36	987	57	57	.....
Story.....	4423	475 10	28 00	855	72	117	17
Tama.....	4370	687 17	116 12	1120	4	56	45
Taylor.....	2480	688 75	29 82	1380	50	100	17
Union.....	3006	269 16	.... ..	75	10	9	6
Van Buren.....	1728	258 71	30 08	456	7	32	32
Wapello.....	4254	650 40	154 56	1215	48	53	39
Warren.....	3949	363 68	154 03	1006	20	34	68
Washington.....	5370	262 98	195 82	939	30	6	65
Wayne.....	2050	698 29	.. ..	491	..	83	30
Webster.....	9878	703 82	1650 20	2747	78	121	34
Winnebago.....	2894	296 41	18 33	488	34	75	6
Winneshiek.....	3597	615 85	.....	1229	30	82	22
Woodbury.....	6995	470 61	425 00	700	.....	80	35
Worth.....	1547	77 91	....	96	26	26	.....
Wright.....	6378	234 27	299 90	389	62	105	8
Totals.....	453554	\$ 44692 25	\$ 28426 00	110815	4245	7073	2335

## HIGH SCHOOL STATISTICS.

FROM CITIES AND TOWNS OF OVER 4,000 BY THE CENSUS OF 1900.

## HIGH SCHOOL STATISTICS—CONTINUED.

	Years in Latid.										No fitting for col	NAME OF PRINCIPAL.
Des Moines N	76	100	176	3	15	18	74	94	168	....	...	W. E. D. Rummel
Des Moines W	238	354	592	18	41	59	218	332	550	26	..	W. A. Cruanberry
Eagle Grove.	41	69	100	4	25	29	46	54	100	8	95	J. E. Grundy.
Eddyville .....	...	...	...	4	1	5	...	...	...	2	..	Joseph Parks.
Eldon .....	31	45	76	...	3	3	33	35	68	1	..	Bertha O. Tenant
Eldora .....	40	48	88	6	4	10	35	50	85	7	66	Louise E Taylor
Emmetsburg.	46	44	90	12	6	18	37	35	72	4	24	F. E. Tellier.
Estherville ..	47	73	120	3	6	9	29	52	81	3	...	Sue M. Cullen.
Fairfield ..	64	113	177	14	22	36	56	101	157	9	98	E. G. Quigley.
Farmington ..	34	39	73	10	8	18	32	40	71	7	6	A. T. S. Owen.
Fayette .....	36	40	76	9	9	18	21	28	49	11	27	L. F. Newton.
Fonda .....	46	51	87	...	3	3	32	38	70	2	8	H. Kelley.
Forest City ..	26	36	62	2	5	7	25	27	52	8	20	Elma L Dickinson
Ft. Dodge ..	76	119	195	7	13	20	61	94	155	11	40	H. H. Roberts.
Ft. Madison ..	40	90	130	6	12	18	45	80	125	10	32	Wm. L. Barrett.
Garner .....	18	33	51	...	2	2	10	28	44	3	10	W. J. Jerome.
Glenwood .....	43	78	121	3	11	14	42	80	122	6	60	Bl'che Blackwell
Grand Junc. ...	33	25	58	1	5	6	24	27	51	1	15	A. J. Oblinger.
Greene .....	16	39	55	3	3	6	17	32	49	3	12	Daisy Howe.
Greenfield ..	42	50	92	2	6	8	40	49	89	5	51	Cora Smith.
Grinnell .....	87	127	214	10	15	25	66	121	208	11	124	D. A. Thornburg
Grundy Cen. .	68	73	101	9	20	29	56	54	110	10	45	Luella M. Albrook
Guthrie Cen. .	...	...	...	...	...	...	20	39	59	4	5	Manfred F Moine
Guthrie Co. .	78	119	197	7	14	21	65	99	164	15	...	B. E. Finley.
Guttenburg ..	...	...	...	...	...	...	...	...	...	...	...	...
Hamburg .....	...	...	...	...	...	...	45	42	87	6	6	J. E. Olayton.
Hampton .....	46	84	130	4	18	22	53	66	118	6	40	Lenna Prater.
Harlan .....	...	...	...	8	8	16	36	64	150	10	26	C. K. Buckle
Hartley .....	19	18	37	...	4	4	24	37	61	2	50	D. M. Odle.
Hawarden .....	...	...	...	1	2	3	30	44	74	5	...	S. T. May.
Hedrick .....	41	33	74	7	4	11	27	30	57	7	8	John E. Foster.
Humboldt .....	33	56	89	8	3	11	36	57	93	6	...	M. E. Lumbar.
Ida Grove .....	55	70	125	9	4	13	44	71	115	6	...	Jessie Johnson.
Independence ..	53	98	151	4	16	20	64	94	158	8	21	Clara M. Travis.
Indianola .....	...	...	218	4	17	21	68	113	181	3	79	J. W. Radebaugh
Iowa City .....	...	...	...	...	...	...	89	139	228	20	...	T. J. Fitzpatrick
Iowa Falls .....	...	...	120	4	12	16	47	78	125	5	...	Anna L. Burdick
Jefferson .....	65	90	175	4	13	17	58	82	140	10	63	Libbie Howard.
Keokuk .....	83	132	215	13	24	37	84	135	219	18	...	A. A. Reed
Keosauqua .....	43	46	89	8	5	13	33	37	70	6	5	David Williams.
Knoxville .....	68	83	151	3	12	15	66	69	135	10	6	T. V. Hart.
Lake City .....	32	52	84	4	11	15	27	51	78	8	...	Grace Fagan.
Lake Mills .....	16	20	36	6	5	11	17	26	43	3	...	E. G. Clark.
Lamoni .....	...	...	...	...	...	...	...	...	...	...	...	...
Lansing .....	...	...	...	4	2	6	20	34	54	5	5	Geo Galloway.
La Porte City	11	35	46	0	9	15	15	29	44	1	...	Charles Henry.
Le Mars .....	56	74	130	1	8	10	47	70	117	3	...	Anne W. Evans.
Leon .....	53	91	144	5	11	16	49	85	134	5	51	J. H. Drake.
Logan .....	26	40	66	8	5	13	17	44	61	6	...	Edith M. Fischer
Lucas .....	17	37	54	2	3	5	26	48	69	4	...	...
Lyons .....	38	71	109	4	21	25	49	68	117	6	...	Lula Newcomb

## HIGH SCHOOL STATISTICS—CONTINUED.

NAME OF SCHOOL.	1900-1901.						1901-1902.						Years in course.	Years in Latin.	No fitting for col.	NAME OF PRINCIPAL.
	Enrollment entire year.			Graduated.			Enrollment Oct. 4, 1901.			In graduating class.						
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
McGregor .....	....	..	....	2	6	8	27	....	....	....	5	4	..	Miss Harrison		
Malvern .....	....	....	....	6	9	15	26	....	....	....	9	4	..	Mac Miller.		
Manchester..	....	....	....	....	....	..	31	....	....	....	11	4	..	Lida J. Colton.		
Manning .....	38	43	81	1	3	4	25	....	....	....	5	4	12	Selma Dams.		
Manson .....	20	28	48	....	....	....	20	....	....	....	7	3	4	G. W. Young		
Mapleton .....	17	36	53	3	2	5	16	....	....	....	10	4	7	W. B. Buckley.		
Maquoketa. .	47	84	131	0	16	22	55	....	....	....	19	4	3	Mary'rie Millikan		
Marango....	35	55	90	1	7	8	30	....	....	....	21	4	62	C. H. Carson		
Marion .....	69	106	175	15	22	37	66	....	....	....	18	4	...	Alice F. Duffy.		
Marshalltown.	139	208	347	7	17	24	124	....	....	....	16	5	...	E. U. Graff		
Mason City...	85	120	205	15	19	34	90	....	....	....	30	4	10	Anna D. Fay.		
Mo Valley...	38	67	105	8	9	17	49	....	....	....	5	4	...	J. E. Barrett.		
Monteruma...	31	41	72	5	10	15	37	....	....	....	12	4	...	...		
Monticello ...	51	55	106	4	11	15	59	....	....	....	18	4	...	Marv I. Jarman.		
Moulton .....	2	...	...	10	10	20	...	....	....	....	29	2	4	W. L. Cochrane.		
Mt. Ayr.....	55	51	106	4	10	14	46	....	....	....	12	4	45	Chas. Sutherland		
Mt. Pleasant .	31	62	93	4	13	17	58	....	....	....	26	4	52	Lida A. Pittman.		
Mt. Vernon...	25	31	56	2	6	8	29	....	....	....	15	3	...	P. W. Peterson		
Muscataine ...	....	....	....	....	....	....	....	....	....	....	....	....	...	...		
Mystic .....	8	22	30	...	...	...	4	....	....	....	4	4	...	W. H. Kalkofen.		
Nashua.....	42	45	87	4	8	12	36	....	....	....	13	4	...	C. J. Trombauer.		
Nevada .....	44	74	118	7	9	16	24	....	....	....	11	4	37	Anna Batman.		
New Hampton	65	77	142	5	9	14	52	....	....	....	12	4	...	F. A. Schuetz.		
New London	11	19	30	2	7	9	8	....	....	....	3	4	7	N. E. Johnson.		
New Sharon..	30	45	75	4	5	9	28	....	....	....	16	4	...	Nellie Johnson.		
Newton .....	42	66	108	12	13	25	58	....	....	....	17	4	17	E. J. H. Beard.		
Nora Springs	...	...	...	1	3	4	...	....	....	....	16	3	...	J. R. Magee.		
Northwood. .	14	36	50	5	15	20	14	....	....	....	...	4	5	...	J. L. Ward.	
*Oak Park .....	9	24	33	1	4	5	18	....	....	....	...	4	15	Nellie L. Baldwin		
Odebolt.....	34	49	83	2	7	9	26	....	....	....	14	4	...	I. A. Fesenbeck.		
Oelwein .....	41	69	110	3	6	9	45	....	....	....	17	4	35	L. B. Moffett.		
Onawa .....	40	60	100	6	6	12	41	....	....	....	12	4	7	Mary E. Rice		
Orange City .	20	38	58	3	5	8	18	....	....	....	5	4	...	E. W. Davis.		
Osage .....	42	85	127	10	27	37	33	....	....	....	12	4	30	R. L. Curry.		
Osceola .....	39	78	117	...	12	13	55	....	....	....	19	4	...	Alice Dilley.		
Oskaloosa ...	128	214	342	15	25	40	108	....	....	....	54	4	25	O. E. Dixon.		
Ottumwa ....	131	285	416	15	28	53	115	....	....	....	64	4	75	Eugene C. Pierce		
Parkersburg .	....	....	....	7	13	20	...	....	....	....	1	4	...	Ida F. Leydig.		
Pella.....	27	33	60	3	3	6	35	....	....	....	6	4	23	Mrs. M. E. Mair.		
Perry.....	42	105	147	3	19	22	48	....	....	....	14	4	...	Evelyn Miller		
Red Oak .....	79	137	216	7	15	22	66	....	....	....	30	4	9	J. E. Pearson.		
Reinbeck. ....	47	33	80	2	4	6	34	....	....	....	15	4	...	Anna Bernard.		
Rockford. ....	....	....	....	...	...	...	44	....	....	....	18	4	...	J. C. Sanders.		
Rock Rapids	62	49	111	7	2	9	48	....	....	....	12	4	...	M. Bruntlett.		
Rock Valley.	15	30	45	3	5	8	16	....	....	....	4	4	...	M. S. Hine.		
Sabula .....	24	26	50	4	4	8	30	....	....	....	19	3	10	Eva M. Fleming.		
Sac City.....	27	38	65	2	3	5	31	....	....	....	9	4	7	Alvaro Clarendon		
Sauborn .....	....	....	....	1	6	7	21	....	....	....	6	4	5	Cora Cortis.		
Seymour .....	15	28	43	2	4	6	13	....	....	....	...	4	16	A. P. Speers.		
Sheldon .....	48	68	116	7	12	19	46	....	....	....	18	4	81	Nellie Jones.		
Shenandoah .	58	105	163	6	24	30	56	....	....	....	25	4	...	Lizzie Marley.		
Sibley .....	30	52	82	1	7	8	28	....	....	....	13	4	44	C. E. Hanchet		

## HIGH SCHOOL STATISTICS—CONTINUED.

NAME OF SCHOOL.	1900-1901.						1901-1902.						Years in course.	Years in Latin.	No fitting for col.	NAME OF PRINCIPAL.
	Enrollment entire year.			Graduated.			Enrollment Oct. 4, 1901.			In graduating class.						
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
Sidney .....	50	49	99	3	6	9	44	57	101	3	4	7	4	4	18	L. H. Maus.
Sigourney ...	47	85	132	6	17	23	50	72	122	13	15	28	4	4	...	Mary A. Roberts.
Sioux City ...	230	351	581	11	33	44	177	274	451	16	36	52	4	4	285	Geo. E. Marshall
Sioux Rapids.	18	35	53	1	1	2	11	36	47	...	5	5	4	4	5	P. J. Nielsen
Spencer .....	24	66	90	1	8	9	38	57	95	2	10	12	4	4	...	A. I.
Spirit Lake...	48	55	103	2	10	12	23	33	56	2	8	10	3	4	...	J. T.
State Center..	28	24	52	4	8	12	23	22	45	7	8	15	...	...	13	E. I.
Storm Lake ..	50	70	120	5	13	18	48	74	122	5	10	15	4	4	...	Clai
Story City	22	18	40	1	5	6	20	22	42	2	...	2	3	4	6	A.
Stuart .....	71	80	151	9	10	19	61	73	134	6	9	15	4	4	...	Em
Sumner .....	32	38	70	4	7	11	34	37	71	9	13	22	3	4	18	Tho
Tama .....	16	31	47	3	6	9	22	42	64	1	3	4	4	4	...	R. B. Williamson
Tipton .....	31	45	76	3	4	7	34	36	70	4	7	11	4	4	46	Clara A. Boss.
Toledo .....	49	66	115	6	13	19	44	56	100	9	18	27	4	4	...	L. W. Soth
Truer .....	43	63	106	9	11	20	40	55	95	10	12	22	4	4	50	E. C. Meredith.
Valley Junction	26	34	60	2	7	9	24	32	56	3	7	10	4	4	...	Stena Hansen.
Villisca .....	67	100	167	13	10	23	59	73	132	4	15	19	4	4	...	Adel Sampson.
Vinton .....	54	80	134	7	26	33	52	72	124	7	13	20	4	4	...	Carrie M. Goodell
Wapello .....	27	38	65	5	8	13	23	42	65	2	3	5	4	3	25	Adah I. Bedford.
Washington ..	82	106	188	14	20	34	72	117	189	13	18	31	4	4	...	Miss Thomson.
Waterloo, E. .	93	99	192	13	23	36	78	107	185	12	18	30	4	4	...	Lydia Hinman.
Waterloo, W.	64	101	165	5	10	15	60	83	143	7	16	23	4	4	50	Amy Boggs.
Waukon .....	36	48	84	2	12	14	36	33	69	2	4	6	4	3	30	H. A. Dwyer.
Waverly .....	21	46	67	4	8	12	37	46	83	4	4	8	4	4	20	Bertha L. Glattly
Webster City.	55	109	164	4	17	21	52	84	136	7	12	19	4	4	...	Mrs. L. E. Wilson
West Liberty.	...	...	...	...	...	...	25	38	63	3	9	12	4	4	...	Mary L. Phelps.
West Union	34	39	73	8	7	15	31	45	76	10	9	19	3	4	10	L. J. Ayer.
Williamsburg.	44	53	97	4	21	25	38	40	78	6	8	14	4	3	37	Bruce Francis
Wilton .....	11	32	43	4	4	8	13	25	38	2	6	8	4	3	...	L. G. Focht.
Winterset ...	31	70	101	4	11	15	24	70	94	4	12	16	3	3	...	P. E. McClanahan
What Cheer..	32	48	80	5	6	11	28	46	75	2	14	16	4	3	...	Oswald Risser.
Woodbine ....	126	117	243	1	6	7	...	...	...	...	...	...	4	4	30	M. A. Reed. H. A. Kinney.

\* P. O. Des Moines.

† Number fitting for college or other higher institutions.

NOTE—In comparing the number of students enrolled this year with the number enrolled last year, just bear in mind that for 1900-1901 the enrollment is given for the entire year, and that for 1901-1902 the enrollment is given at the beginning of the year. This will explain why the number of students is, in many schools, less than it was last year. The difference is quite noticeable in the reports from some of the large towns and cities because a large class is promoted to the high school at the middle of the year.



## COUNTY SUPERINTENDENTS. TERM 1902-1904.

COUNTY	SUPERINTENDENT	POSTOFFICE
Adair .....	Mrs. Ella C. Chantry.....	Greenfield
Adams .....	A. B. Lewis.....	Corning
Allamakee .....	John E. Mills.....	Waukon
Appanoose .....	*R. A. Elwood.....	Centerville
Audubon.....	*Arthur Farquhar.....	Audubon
Benton .....	C. R. Lowe .....	Vinton
Black Hawk.....	*†C. E. Moore .....	Waterloo
Boone.....	*R. V. Veneman.....	Boone
Bremer .....	P. M. Smock.....	Waverly
Buchanan .....	M. J. Goodrich.....	Independence
Buena Vista.....	**J. E. Durkee.....	Sioux Rapids
Butler .....	Ida F. Leydig.....	Allison
Calhoun.....	*W. R. Sandy.....	Rockwell City
Carroll .....	*J. M. Ralph .....	Carroll
Cass .....	*Ira B. Johnson .....	Atlantic
Cedar .....	*Aurora Goodale.....	Tipton
Cerro Gordo.....	*P. O. Cole .....	Mason City
Cherokee .....	**Agnes J. Robertson .....	Cherokee
Chickasaw .....	T. J. Wormley .....	New Hampton
Clarke .....	W. C. Davis.....	Osceola
Clay .....	H. F. Fillmore.....	Spencer
Clayton .....	*C. J. Adam.....	Elkader
Clinton .....	Geo. E. Farrell .....	Clinton
Crawford .....	C. W. Von Coelln.....	Denison
Dallas .....	R. F. Wood .....	Adel
Davis .....	Anna Duffield .....	Bloomfield
Decatur .....	*J. A. McIntosh.....	Leon
Delaware .....	*H. J. Schwietert .....	Manchester
Des Moines.....	*Howard A. Mathews .....	Burlington
Dickinson .....	W. T. Davidson.....	Spirit Lake
Dubuque.....	P. J. Schroeder .....	Dubuque
Emmet .....	Maria Z. Pingrey.....	Estherville
Fayette .....	*Henry L. Adams.....	West Union
Floyd .....	Frederick Schaub.....	Charles City
Franklin .....	*Harry J. Henderson. ....	Hampton
Fremont .....	Mattie Lee Lair .....	Sidney
Greene .....	*C. M. Williams.....	Jefferson
Grundy .....	**J. T. Gray.....	Grundy Center
Guthrie .....	*I. M. Boggs.....	Guthrie Center
Hamilton .....	*L. N. Gerber.....	Webster City
Hancock .....	A. M. Deyoe.....	Garner
Hardin.....	Mrs. Ella B. Chassell.....	Eldora
Harrison .....	D. E. Brainard.....	Logan
Henry .....	*†Annie E. Packer .....	Mt. Pleasant
Howard .....	*Elsie E. Perry.....	Cresco
Humboldt.....	*†Clarence Messer .....	Humboldt
Ida .....	**J. C. Hagler .....	Ida Grove
Iowa .....	Howard T. Ports .....	Marengo
Jackson .....	*C. C. Dudley.....	Maquoketa
Jasper .....	*Libbie Dean.....	Newton

## COUNTY SUPERINTENDENTS. TERM 1902-1904—CONTINUED.

COUNTY.	SUPERINTENDENT.	POSTOFFICE.
Jefferson.....	*Anna White.....	Fairfield.
Johnson.....	L. H. Langenberg.....	Iowa City.
Jones.....	*Clifford B. Paul.....	Anamosa.
Keokuk.....	C. E. Miller.....	Sigourney.
Kossuth.....	*F. H. Slagle.....	Algona.
Lee.....	**†J. S. Stewart.....	Ft. Madison.
Linn.....	J. E. Vance.....	Marion.
Louisa.....	C. R. Wallace.....	Wapello.
Lucas.....	Laura Fitch.....	Chariton.
Lyon.....	*†A. W. Grisell.....	Rock Rapids.
Madison.....	*H. D. Smith.....	Winterset.
Mahaska.....	*Jas. P. Dodds.....	Oskaloosa.
Marion.....	W. H. Lucas.....	Knoxville.
Marshall.....	Mary E. Hostetler.....	Marshalltown.
Mills.....	†W. M. Moore.....	Glenwood.
Mitchell.....	*†Jay A. Lapham.....	Osage.
Monona.....	**F. E. Lark.....	Onawa.
Monroe.....	R. B. Spencer.....	Albia.
Montgomery.....	Mabel G. Hanna.....	Red Oak.
Muscatine.....	F. M. Witter.....	Muscatine.
O'Brien.....	Nellie Jones.....	Primghar.
Osceola.....	J. P. McKinley.....	Sibley.
Page.....	Geo. H. Colbert.....	Clarinda.
Palo Alto.....	**Anna Donovan.....	Emmetsburg.
Plymouth.....	**I. C. Hise.....	LeMars.
Pocahontas.....	*U. S. Vance.....	Pocahontas.
Polk.....	Z. C. Thornburg.....	Des Moines.
Pottawattamie.....	*O. J. McManus.....	Council Bluffs.
Poweshiek.....	**Viola H. Schell.....	Montezuma.
Ringgold.....	*J. C. Bennett.....	Mt. Ayr.
Sac.....	*C. H. Jump.....	Sac City.
Scott.....	Fred. J. Walker.....	Davenport.
Shelby.....	Geo. A. Luxford.....	Harlan.
Sioux.....	W. E. Chase.....	Orange City.
Story.....	*Fred E. Hansen.....	Nevada.
Tama.....	*D. E. Brown.....	Toledo.
Taylor.....	H. S. Ash.....	Bedford.
Union.....	Frank M. Abbott.....	Creston.
Van Buren.....	*W. T. Dick.....	Keosauqua.
Wapello.....	*Beniah Dimmitt.....	Ottumwa.
Warren.....	*S. M. Holladay.....	Indianola.
Washington.....	*Mary M. Hughes.....	Washington.
Wayne.....	Maud Elmore.....	Corydon.
Webster.....	*Alfred L. Brown.....	Ft. Dodge.
Winnebago.....	*K. N. Knudsen.....	Forest City.
Winneshiek.....	*Ellis J. Hook.....	Decorah.
Woodbury.....	†E. A. Brown.....	Sioux City.
Worth.....	E. M. Mitchell.....	Northwood.
Wright.....	*Angus Macdonald.....	Clarion.

\*Re-elected. \*\*Two or more terms. †Was superintendent at former time.

A. A. Miller resigned and Fred J. Walker was appointed September 1, 1901. Thos. McCulloch resigned and Mabel G. Hanna was appointed September 3, 1901. D. E. Brown succeeded C. A. DeLong, April 10, 1901, by decision of supreme court.



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# The State University of Iowa

IOWA CITY

## TWENTY-SECOND BIENNIAL REPORT

TO THE

GOVERNOR

AND THE

Twenty-ninth General Assembly

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OCTOBER 15, 1901.

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PRINTED BY ORDER OF THE GENERAL ASSEMBLY.

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DES MOINES:  
B. MURPHY, STATE PRINTER.  
1901,



STATE UNIVERSITY OF IOWA, }  
SECRETARY'S OFFICE. }

*To His Excellency, Leslie M. Shaw, Governor of Iowa:*

SIR—I have the honor herewith to submit to you the biennial report of the board of regents of the State University of Iowa for the years 1899-1900 and 1900-1901, as provided by law, Code, section 2641.

Very respectfully,

WILLIAM J. HADDOCK,  
*Secretary of the Board, etc.*



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## THE BOARD OF REGENTS.

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### MEMBERS EX-OFFICIIS.

*His Excellency, LESLIE M. SHAW, Governor.  
of the State.*

RICHARD C. BARRETT,  
*Superintendent of Public Instruction.*

### TERMS EXPIRE 1902.

FOURTH DISTRICT—ALONZO ABERNETHY, *Osage.*  
ELEVENTH DISTRICT—PARKER K. HOLBROOK, *Onawa.*  
TENTH DISTRICT—HARVEY INGHAM, *Algona*  
THIRD DISTRICT—CHARLES E. PICKETT, *Waterloo.*

### TERMS EXPIRE 1904.

NINTH DISTRICT—SHIRLEY GILLILLAND, *Glenwood.*  
EIGHTH DISTRICT—HIRAM K. EVANS, *Corydon.*  
FIFTH DISTRICT—{ MORTIMER A. HIGLEY,\* *Cedar Rapids.*  
                          { THOMAS B. HANLEY,† *Tipton.*

### TERMS EXPIRE 1906

SIXTH DISTRICT—WILLIAM D. TISDALE, *Ottumwa.*  
FIRST DISTRICT—WASHINGTON I. BABB, *Mt. Pleasant.*  
SECOND DISTRICT—GEORGE W. CABLE, *Davenport.*  
SEVENTH DISTRICT—CARROLL WRIGHT, *Des Moines.*

### OFFICERS OF THE BOARD.

LOVELL SWISHER, <i>Iowa City</i> .....	TREASURER
WILLIAM J. HADDOCK, <i>Iowa City</i> .....	SECRETARY
EMMA HADDOCK, <i>Iowa City</i> .....	ASSISTANT SECRETARY
PARKER K. HOLBROOK, ALONZO ABERNETHY, M. A. HIGLEY,* W. I. BABB,†	} EXECUTIVE COMMITTEE.

\*Died October 30, 1900

†Appointed January 8, 1901.

‡Appointed in place of M. A. Higley, deceased.

## STANDING COMMITTEES OF REGENTS.

---

**FINANCE COMMITTEE**—Regents Alonzo Abernethy, Parker K. Holbrook, C. E. Pickett, George W. Cable.

**BUILDINGS AND GROUNDS**—Regents M. A. Higley, Parker K. Holbrook, Alonzo Abernethy, W. I. Babb, Carroll Wright.

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**LEGISLATION**—Regents C. E. Pickett, Shirley Gilliland, Alonzo Abernethy, Harvey Ingham, William D. Tisdale, Hiram K. Evans, W. I. Babb, Carroll Wright.

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**COLLEGE OF LAW**—Regents Shirley Gilliland, W. I. Babb, Hiram K. Evans, William D. Tisdale, Carroll Wright.

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**COLLEGE OF DENTISTRY**—Regents Harvey Ingham, Carroll Wright, Hiram K. Evans.

**COLLEGE OF PHARMACY**—Regents Hiram K. Evans, M. A. Higley, Carroll Wright.

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**HOSPITALS**—Regents George W. Cable, William D. Tisdale, Shirley Gilliland.

**EXECUTIVE COMMITTEE**—Regents Parker K. Holbrook, W. I. Babb, Alonzo Abernethy.

## THE ADMINISTRATIVE OFFICERS.

### THE UNIVERSITY.

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JOSEPH JASPER MCCONNELL, M. A., Inspector of Schools, and Dean of the Summer Session.

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ALDEN ARTHUR KNIPE, M. D., Director of Physical Training.

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BERTHA BELLE QUAINANCE, B. A., Registrar.

CLARK FISHER ANSLEY, B. A., University Editor.

LUTHER ALBERTUS BREWER, M. A., University Publisher.

ALICE BRADSTREET CHASE, Secretary to the President.

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ATHLETICS—Professors E. A. Wilcox, Nutting, Loos, Hosford, Whiteis, A. G. Smith.

COMBINED COURSES—Professors Currier, Hayes, Andrews, Nutting, Loos, Rockwood, Dean, Royal, Hosford, Boerner.

LIBRARY—The President, Regent P. K. Holbrook, Professors Loos, Nutting, McConnell, Andrews, Hayes, Breene, Dean; Mrs. Ridgway, Secretary.

MUSIC—Dr. Knipe, Professors Nutting, Gilchrist, Messrs. Grant, Davis.

PUBLICATIONS—Professor Macbride, the President, Professors Loos, Weld, Ansley, Gilchrist, Richards.

SECONDARY SCHOOLS AND ENTRANCE EXAMINATIONS—Professors Calvin, McConnell, Macbride, Rockwood, Hosford, Dorcas.

### THE COLLEGES.

AMOS NOYES CURRIER, LL.D., Dean of the College of Liberal Arts.

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GEORGE ROYAL, M. D., Dean of the College of Homœopathic Medicine.

WILLIAM SUITS HOSFORD, D. D. S., Dean of the College of Dentistry.

EMIL LOUIS BOERNER, PHAR. D., Dean of the College of Pharmacy.

LAENAS GIFFORD WELD, M. A., Dean of the Graduate College.

ISAAC A. LOOS, D. C. L., Director Iowa School of Social and Political Science.

H. S. RICHARDS, LL.B., Secretary of the Law Faculty.

\*Resigned January 1, 1901.

ELBERT W. ROCKWOOD, M. D., Secretary of the Medical Faculty.

JAMES GRANT GILCHRIST, M. D., Secretary of the Homœopathic Medical Faculty.

GORDON FOLLETT HARKNESS, B. S., Commandant of the Cadet Battalion.

THE HOSPITALS.

JOHN WALTER HARRIMAN, M. D., Director of the University Hospital.

FLORENCE E. BROWN, B. PH., Superintendent of the University Hospital.

JAMES GRANT GILCHRIST, M. D., Director of the Homœopathic Hospital.

MARY A. RAFF, Superintendent of the Homœopathic Hospital.

THE LIBRARY AND MUSEUM.

BERTHA GILCHRIST RIDGWAY, Librarian.

CHARLES CLEVELAND NUTTING, M. A., Curator of the Museum.

BOHUMIL SHIMEK, C. E., Curator of the Herbarium.

## REPORT OF THE REGENTS.

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*To the Honorable, Leslie M. Shaw, Governor of Iowa:*

SIR—The board of regents of the State University of Iowa begs leave to submit the following report of its actions during the biennial period ending June 30, 1901, and of the condition and needs of the University at that time. There are submitted herewith, and made a part hereof, the reports of the president of the University, and of the secretary and the treasurer, which show in detail the number of students and instructors, and the receipts and expenditures of the institution during the time covered by this report.

Referring first to the very satisfactory increase in the number of students in attendance, which has been over twenty per cent for the entire institution during the last two years, we are happy to report that the hall of liberal arts, which has been in process of construction throughout the whole period since our last report, is finally available for use for the university year of 1901-02, and will for the first time in twenty years enable us to adequately accommodate the students in attendance upon the college of liberal arts. It not only is sufficient to afford proper accommodations for our increased attendance, but should be sufficient to provide for a further increase of fifty per cent, which at the present rate of increase should satisfy the requirements of this college for at least five years.

We have also completed the new heating plant for the west campus, with a capacity sufficient to heat at least fifty per cent more space than is now dependent upon it by the installation of additional boilers.

We have, in accordance with the policy announced in our last report, found quarters in the hall of liberal arts, the only fire-proof building owned by the university, for the general library of the university, and for the library of the state historical society, and have also provided room for the storage of some of the rarest and most valuable specimens of the university museum.

We must, however, say that the provision for all these auxiliary purposes is utterly inadequate, and in the case of none of them can be considered more than a mere makeshift. Both libraries are so crowded as to interfere materially with their usefulness, and only the necessity of guarding these most valuable centers of university work and influence against destruction by fire has reconciled the board to forcing them into the cramped and inconvenient quarters which they now occupy on the fourth floor of the new building. The shelter thus scantily afforded to the libraries is in rooms which will be demanded by the growth of the college of liberal arts within a few years, and is what we count upon in estimating our ability to care for the increased attendance which we feel justified in expecting in this college.

We have also been compelled to find quarters in the building for the histological department and the department of pathology and bacteriology of the college of medicine on account of the total destruction of the medical building by fire upon the night of March 10, 1901. This fire also destroyed the old south hall, in which were housed a large number of the chairs of the college of liberal arts and the school of engineering, as well as the literary societies of the university, which for thirty years have had their halls in the third story of this building. Inasmuch as the chairs of the college of liberal arts were provided for in the new building, the only problems entailed by this loss were provision for the medical college, the school of engineering, and the literary societies.

Temporary quarters were found for all classes, the fire fortunately occurring within a few days of the end of the medical school year.

The only method by which provision could be made for carrying on the work of the medical college and the school of engineering, in 1901-02, was by the erection of temporary buildings of shiplap, affording merely shelter for these important branches of university work. Fifteen thousand dollars was secured from the providential fund under the control of the executive council, and arrangements have been made for the erection of a temporary medical building, and for a building for the use of the school of engineering. The medical building will afford room for about half of the work of the college, and rooms for carrying on the remainder of the work have been temporarily afforded in the liberal arts building and elsewhere. A similarly constructed building will be erected for the school of engineering.

A large amount of expensive equipment was destroyed, including all the microscopes and all the museum of the medical college, both absolutely necessary to the study of medicine under modern methods.

Ten thousand dollars of the amount given from the providential fund has been set off for the purchase of apparatus and specimens of diseased tissues and organs, and apparatus for the school of engineering, and the remaining five thousand dollars will be applied upon the erection of the temporary buildings before mentioned. It is the opinion of the board that it will require \$4,000 or \$5,000 more to equip these departments for effective work in their temporary quarters, as the cost of the buildings under present conditions will reach \$7,000, including heating, lighting, and sewerage. It should be said that in both the medical college and the school of engineering the amount set aside for the purchase of apparatus and specimens is much less than is necessary for anything but the most necessary equipment, and will leave them without many things which they had before and which they must have again.

#### MEDICAL BUILDING.

On March 10, 1901, the medical building, with all its contents, was totally destroyed by fire, which seems, from all the information that can be gathered by a thorough investigation, to have started from the action of chemicals in the store-room, liberated by the accidental breakage of the vessels containing them.

The building destroyed cost in the neighborhood of \$35,000, complete, but was not a well constructed building, owing to the fact that it was necessary, at the time of its erection, to furnish the maximum amount of space for the smallest possible amount of money. On this account it was poorly built and has required repairs and strengthening from the day of its occupation. It has been one of the most glaring illustrations of the folly of constructing flimsy buildings for permanent occupancy which the history of the University or the state has offered. It has been a source of expense from the day it was finished, and in its final destruction by fire carried with it not less than \$20,000 worth of valuable instruments and specimens in addition to the unique and therefore almost priceless collection of medical books and periodicals presented to the University by eminent members of the profession in the state by bequest and gift. A building similar to the one burned could possibly be constructed now for \$40,000, but we believe the people



of the state would not approve the expenditure of their money for the erection of such flimsy and inadequate buildings.

To erect a building in such a manner as to render impossible a repetition of the disaster of March 10th, and at the same time afford the same amount of room, would cost not less than \$75,000, but since the erection of this building the demands upon the medical school have increased with the increase in the fields of investigation covered by modern medical science, and require not only all that we had before but much more.

To give the college of medicine what it had before in a slow burning building would require at present prices not less than \$100,000. To give it what it should have in the way of fully equipped bacteriological, histological, pathological, and physiological laboratories, housed in a fireproof building, would require not less than \$200,000, and we recommend the appropriation of that amount to be made available as soon as possible for the erection and equipment of a fireproof medical building. This is especially urged in view of the fact that the attendance in this college has increased over thirty per cent in the last two years.

#### ELECTRICAL AND PHYSICAL APPARATUS.

The tendency of modern education toward the practical is, we feel, sufficient justification for a request for a special appropriation of \$1,000 per annum for the next biennium for the purchase of electrical and other apparatus for the department of physics. This department in our University includes what should and shall be, if the board can carry out its intentions, a separate department of electrical engineering, which seems to present the widest field for scientific endeavor afforded by modern conditions, if the present situation may be accepted as an index. We are very indifferently equipped in this field, but with an annual expenditure of the amount asked, can put ourselves upon an equal basis with other Western schools by taking advantage of the practical field offered by our own power and lighting plant.

#### LIBRARY.

In such an institution as we are maintaining the general library is so essential a part that insistence upon its importance would be an insult to the intelligence of the legislature. We must furnish books to the students whom we attract to our University by the promise of proper facilities for study. The library is the laboratory of the students in the languages, history, and political econ-

omy, as well as those who undertake the study of English, French, German, or Scandinavian literature. It embraces within its province all that there was to a collegiate education fifty years ago, and a full half of all that is implied by a collegiate education today. We must keep up with every development of human thought in the library just as we must keep up with every development of human investigation in the laboratory.

To do this, and provide for the proper indexing and cataloguing of the books sought, will consume all of the amount asked to provide for the general library, an appropriation of \$7,000 per annum, a sum which is less than some single cities in Iowa spend upon their own libraries each year.

#### LAW LIBRARY.

The college of law has been in the past, and shall be in the future if the intentions of this board can be carried out, one of the strongest departments of the University. It has given us some of our most notable graduates, and has maintained a highly creditable rank among the law-schools of the country by reason of the thoroughness of its work and the character of the members of the faculty. It ranks to-day second to none in the west, and it is the desire of this board that no retrogression should be permitted in any of the features which have made it what it is, the best law school in the west.

To keep it up to its present high standard, it is necessary that we should not only provide teachers whose ability is beyond question, but that we should also provide facilities for study commensurate with the instruction which we afford. To do this, it is necessary that we bring our law library up to date and keep it there. With all reasonable regard to economy, and with every desire to reduce expenditures to the lowest possible figure compatible with efficient work, it is necessary to expend upon our law library not less than \$1,500 per annum, and we ask an appropriation of that amount for the next biennium for the purpose of purchasing books for the law library.

#### MEDICAL LIBRARY.

Owing to the crowded condition of the room provided for the library of the University, and also for the purpose of making the medical library more accessible to the medical students, the library of the college of medicine was placed in the medical building, under the charge of assistant librarians connected with

that school. The medical library was therefore lost in its entirety in the fire of March 10th, which destroyed the medical building and all its contents, and we are confronted with the necessity of replacing, within a relatively short time, the accumulations of twenty years in that library.

In addition to the ordinary accretions to this library by purchase from the funds of the University, there was a large number of valuable and in some cases unique works, which had been presented to the University by Doctors Peck and Ranney as bequests, and by Regent McCleary and other eminent members of the profession as donations. The board feels that it is under an obligation to replace as far as possible the books thus presented and destroyed. This can only be done slowly, if economically, and the board therefore feels that its request for \$1,000 annually during the next biennial period is a modest one, as the library of either Dr. Peck or Dr. Ranney was worth much more than the total amount asked for herein, and in addition to the replacement of the actual books presented, the board feels that if we are to expect future gifts or bequests of this nature, so valuable to the University, we must give assurances that they will be preserved or replaced as memorials to those who give them.

#### PUBLICATIONS.

In pursuance of our often expressed desire to make this University the center of higher education in the state, a desire in which we feel that we have the sympathy of every person in the state who is interested in education, we have encouraged our students and our professors to individual investigation along the lines of their respective pursuits. Many of our advanced students and many of our instructional force have pursued these lines of individual investigation to an extent which makes the results of their labors of general interest to the scientific or literary world, and therefore worthy of preservation, producing works of scientific research and literary value, which serve to give the University a high standard among similar institutions, and contribute largely to the solution of many of the problems of modern life and citizenship.

It is our desire to preserve the results of those labors by the publication of the articles giving an account of them, and at the same time to enrich our library by the similar publications of universities and other societies for research, and for this purpose

we ask an annual appropriation of \$1,000 per annum during the next biennium.

Such publications are legitimately and essentially a part of our work as an educational institution, which is the diffusion of knowledge and its preservation. In addition to this, however, they are of material financial benefit to us by the large returns they bring us in the way of exchanges. We obtain in exchange for our publications those of other colleges and associations, which probably could not be purchased for the amount we ask, if they could be bought at all, and which are particularly valuable as the productions of specialists in the various subjects treated.

#### ADDITIONAL GROUNDS.

The limited area now available for the erection of the buildings rendered necessary by the growth of the University has been almost covered by the buildings already erected, and the need for additional grounds has become one of the pressing necessities of the University.

It is of course impossible under the existing circumstances for this board to ask for specific appropriations for the purchase of specific tracts, as any such action would be likely to send the prices of such tracts up out of reason immediately upon the action of the legislature and before any reasonable contracts could be made with their owners by this board. We therefore ask that the legislature appropriate \$50,000 for the use of the board in the purchase of such lands as they may deem it advisable to purchase for the uses of the University, without so confining the choice of the board as to make any owner, or any few owners, certain of a sale. We can only pledge you our utmost endeavors to make the wisest possible expenditure of the funds appropriated for this purpose, and assure you that we shall not allow mere contiguity to lead us to the purchase of any lands whatsoever at high prices. We shall not allow the University to be held up by the owners of lands whose only value lies in their situation with reference to the present University grounds.

#### REPAIR AND CONTINGENT.

For the last ten years the legislature has given the University \$5,000 per annum as a repair and contingent fund. For the last six years at least, that amount has been wholly inadequate for the purpose for which it has been given. The multiplication of buildings, the extension of grounds, the decay of old buildings.

and the demands of new ones have necessitated the expenditure in every year of more than the amount appropriated by the legislature for repairs and contingent expenses, and the future increases the demands upon this fund rather than decreases them. Each year we have more sidewalks to build, more fences to keep up, more grounds to maintain, more rooms to paint and patch and paper, more water-closets to install and repair, more sewers to put in, more grading to do, more of all the thousand little things, every one of which must be done, and every one of which takes money to do. We cannot expect in the future to get along with less than the amount which we ask from the legislature, and if it does not come from them as a direct appropriation, it must come from the income fund of the University, which will mean so much less spent for education and applied to the mere maintenance of the plant. We must, to do efficient work, keep the plant up to the standard, and if the legislature does not furnish sufficient means to do this, we must take, from the funds which we should apply to the procuring of efficient instruction, an amount sufficient to keep the buildings submitted to our care in a state of repair which will prevent shameful waste. We do not believe that it is the desire of the people of the state that the funds derived from tuition should be devoted to this purpose, and we therefore ask that an appropriation of \$10,000 per annum for the next biennial period be made for repairs and contingent expenditures.

#### ADDITIONAL ONE-TENTH MILL BUILDING TAX.

The growth of the University has been so great, not only in the number in attendance, but also in the additional courses of instruction offered, that we are compelled to ask an increase in the fund set apart for new buildings and their equipment. With the present tax of one-tenth mill, it is impossible for us to keep pace with the demands upon us for room. This is especially true since the fire of March 10, 1901, which deprived us of rooms in which had been quartered departments which now occupy not less than half of our new buildings.

The relief expected upon the completion of the liberal arts building is therefore almost entirely swept away by our loss by fire, and we find ourselves again seriously cramped for room in which to carry on instruction, even in our present courses, without providing any possibilities of expansion or addition. Many buildings which are a present necessity must be postponed, not

only a year or two, but many years into the future, unless this tax for buildings can be materially increased.

In saying this we assume that we are expected to construct no more cheap buildings. We feel that we should fail in our duty to the state and the University if we were to proceed upon any other plan than that of building complete, adequate, and fire-proof buildings, when we build at all. The experience of the University during the last few years has certainly been such as to convince us that any other policy is extravagant folly. We can, upon our present provision, erect cheap, flimsy, insecure buildings, such as those recently destroyed by fire, which will afford shelter to some of our rapidly growing departments, but which will almost immediately become sources of expense and risk, and will grow into burdens instead of relieving us of some of those under which we struggle. The needs of the University are so pressing in many ways that we cannot look forward to their satisfaction within any reasonable time without an increase in the amount available for the erection of necessary buildings. At present the college of law has no adequate provision for lecture-rooms, but is compelled to divide the lectures between two buildings and adapt its courses and hours of instruction to the use of rooms in the liberal arts building, which belong to and are used by other colleges.

We must have an armory and assembly hall sufficient to accommodate all the students and faculties of the University. The proper development of the University, from a mere assemblage of loosely associated colleges into a living educational organism working unitedly and effectively for the highest and best results along all lines of educational effort, is impossible without it. There is not a hall in Iowa City which will contain over one-half of our students and faculties. We have no armory, so necessary to the proper carrying on of work in military drill; no gymnasium in which can be taken that systematic and supervised exercise which we wish to require of every student under our care. The latter deprivation is a great one. We feel the same responsibility for the physical welfare of all the students intrusted to us by the parents of Iowa that we feel for their mental improvement.

This is particularly true in regard to our young women. Most boys will find some way of getting the physical exercise they need, but our girl students are left at the mercy of their own inclinations, which are discouraged by the insufficient and totally

inadequate gymnasium of the Y. M. C. A., the sole provision of this kind in Iowa City. The museum of natural history remains at the mercy of the flames in the third story of science hall. The library is dispersed among a dozen rooms of the liberal arts building, secure from fire, but disorganized and scattered, with our general reading-room on the fourth floor of a building without an elevator. It seems almost impossible to us that these conditions should be allowed to continue. Long before the slow processes of a one-tenth mill tax would furnish the necessary funds we should be provided with means to erect a fireproof building in which could be placed our library and our museum. Under the operation of the present law it will be at least five years before we can erect such a building, and we feel that a proper regard for the safety of the property of the state demands an increase in the amount of our building tax which will enable us to house, with safety and convenience, these valuable collections which could probably not be replaced for less than \$150,000. For these purposes we strongly urge the increase of the tax for buildings from one-tenth of a mill per annum to two-tenths of a mill per annum for the ensuing five years.

#### ADDITIONAL SUPPORT.

The liberality of the last legislature to the University has borne such excellent fruit, in the way of increased attendance, that we find ourselves again compelled to ask for a considerable increase in our annual appropriations.

The total attendance upon the University has increased 20 per cent in the last two years; the increase in the college of liberal arts has been 30 per cent. Our present income for support is \$125,500. A proportional increase upon this, at 20 per cent, would be \$25,000, but the fact that the greatest increase in attendance has been in the college of liberal arts, where tuitions are lowest and expenses highest, renders a greater increase in our support fund necessary.

Our professional schools are practically self-supporting, to the extent at least that we expect our tuitions to pay the salaries of the instructional forces in each college; but each additional student in the college of liberal arts means an additional expense, which is not made up by the additional tuition. No student in that college pays over \$25 per annum, and many pay nothing. The disbursement for instruction alone, in that college, are over four times the amount received in tuition.



It is the object of the University, the purpose for which it is maintained, to give the youth of Iowa an opportunity to gain a collegiate education at little expense. It was founded to spend the state's money for this purpose, and each student who comes to it entails an additional expenditure in this way.

Another demand for additional funds has been made upon us by the extension of the course of study in all the professional colleges. In the future, each of our professional schools will require at least one-third more time spent in study before graduation, and this additional instruction can only be given at a proportionately increased expense. These increases in the length of our courses entail not only increased expenditure for instruction, but for material, for janitor service, for heating and lighting, and for the expense of administration, while they will probably result, temporarily, in a decrease of tuition receipts, as the students who seek an easily obtained degree will go elsewhere to get it.

Calculated upon the basis of our increase of attendance, and the nature of that increase, and upon the additional expenditure entailed by the increased length of our courses, an addition of \$35,000 to our annual appropriations for support is as little as we can carry on the work with.

Respectfully submitted,

P. K. HOLBROOK,  
ALONZO ABERNETHY,  
CHARLES E. PICKETT  
HARVEY INGHAM,  
W. I. BABB,  
T. B. HANLEY,  
SHIRLEY GILLILLAND,  
W. D. TISDALE,  
H. K. EVANS,  
GEORGE W. CABLE,  
CARROLL WRIGHT,  
RICHARD C. BARRETT,

October 15, 1901.

*Regents*

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## EXCERPT FROM THE REQUEST OF THE BOARD.

JUNE 10, 1901.

*Resolved*, That it is the judgment of this board that our necessities demand and that we request the next legislature to make the following appropriations:



## I. SPECIAL APPROPRIATIONS.

(a) A sum sufficient in amount to build and equip immediately a new medical building according to the plans submitted by the state architect. [\$200,000].

(b) A sum which shall be sufficient to purchase additional grounds for the University required for the near future. [\$50,000].

(c) \$1,500 annually for the biennial period for the law library.

(d) \$1,000 annually for the biennial period as a publication fund.

(e) \$1,000 annually during the biennial period to purchase additional electrical and other apparatus for the department of physics.

(f) \$1,000 annually during the biennial period for the medical and homœopathic medical libraries.

(g) \$10,000 annually during the biennial period for the general repair and contingent fund.

(h) \$7,000 annually during the biennial period for the general library.

## II. OTHER APPROPRIATIONS.

(a) That we ask for an annual increase in our support fund of \$35,000 per annum.

(b) That we ask that the building tax be increased from one-tenth to two-tenth mills for the next five years.

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# REPORT OF THE PRESIDENT

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## REPORT OF THE PRESIDENT.

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OCTOBER 15, 1901.

*To the Honorable Board of Regents:*

GENTLEMEN—A summary of the university's progress for the biennium from June 30, 1899, to June 30, 1901, brings into prominence grounds for the encouragement of the friends of the university.

### STUDENT STATISTICS.

INCREASED ATTENDANCE.—There has been an increase in the total university attendance of 440, or seventeen per cent of the 2,122 students, distributed as follows: Increase of thirty and one-half per cent in the college of liberal arts; forty-six and two-thirds per cent in the graduate college; seventeen and one-half per cent in the college of law; thirty-four and one-half per cent in the college of medicine; decrease of seventeen and one-third per cent in the college of homœopathic medicine; increase of four per cent in the college of dentistry; thirty-five and one-third per cent in the college of pharmacy.\*

It is unnecessary to remark upon the argument for the medical building drawn from the large percentage of increase in attendance appearing in that college.

PLACE OF BIRTH.—The place of birth of the students indicates the cosmopolitan character of our constituency. They come from thirty states in the union, ten countries of Europe, and one of Asia. The appearance of an Iowa generation is signified by the fact that seventy-seven per cent were born within the state.

RESIDENCE.—The present residence of students shows what a thoroughly Iowa institution we are, and it must be that we are turning the migration homeward, and even drawing from adjacent states, noticeably from Illinois and Nebraska, despite the tendency there has been to go out of the state for higher education.† Eighteen hundred and seventy nine — ninety-two per

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\*†See Registrar's report.

cent of the total attendance—are residents of Iowa, and come from every county of the state. Naturally omitting Johnson county, in which many take up a nominal residence for the purpose of an education, they are fairly evenly distributed in all quarters of the state.\*

**AVERAGE AGE.**—The average age of the student is twenty-four years, and is in part indicative of the maintenance of the standards of admission and of the presence of the professional colleges. The number—475—preparing in other colleges and universities suggests the progress towards university as distinguished from college standards. The accredited schools, numbering at the close of the biennium 142, have sent 885 students, giving an encouraging sign as to the unifying of the school system.†

**OCCUPATION OF PARENTS.**—The occupation of the parents discover how thoroughly the university belongs to all the people without distinction of class. In a state like Iowa, we are naturally a farmers' college, above thirty-seven per cent of our attendance being children of farmers. All kinds of laboring and tradesmen are represented, as well as merchants, bankers, and professional men.‡

**RELIGIOUS STATISTICS.**—The religious and moral standing of the students appears in the fact that about ninety-two per cent of the students are church members or adherents, at least fifty-eight per cent being communicants, and representing thirty-three churches or denominations. The most numerous bodies have the most numerous representatives, as, for example, the Methodist Episcopalians lead with 519 students.§

#### STAFF OF INSTRUCTION.

The increase in students has made it necessary in the last year of the biennium to add thirty-three to the staff of instruction. These have been selected as advanced specialists and adept teachers, fitted to the high work of a university and able to meet the demands of a graduate college. It has been sought in order to keep the traditions of the university to observe the due proportion of instructors to students in the interests of thorough scholarship. In higher education the ratio of one instructor to each fifteen students is reasonable, and the classes are divided into sections rarely exceeding more than twenty-five. More of personal instruction and personal attention have been secured.

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\*†‡§ See Registrar's report.

## DEVELOPMENT OF DEPARTMENTS.

In the generic sense, the term *department* has been superseded by that of college, indicating the emphasis placed by the university upon pervading every department and school with the spirit of college culture.

The number of colleges has risen from six to seven by the organization of the graduate college. A system of fellowships and scholarships has been established, carefully safeguarded, so that they may not degenerate into a form of cheap service, and yet yielding valuable service to the university and the other colleges of the state. Sixteen appointments were issued. The value of a scholarship has been fixed at \$125 per year, and that of a fellowship at \$225, with exemption of all university fees in each case.

The grouping of the departments concerned has added the Iowa School of Political and Social Science, a step of great importance in this era of our country.

At the request of the state library commission, and under their auspices, the university has fostered and associated with its summer session the Iowa summer school for library training. In the words of Dean McConnell, "It represents a form of educational work for which there is much need and for the conduct of which the university is well suited." The report of Miss Alice S. Tyler, secretary of the Iowa library commission and director of the school, says, that the limit of twenty-five pupils, necessary because of the technicality of the work, was reached on the opening day, and tells of the enthusiasm and success of the school.

The division of the hospitals has been unified by taking over wholly the homœopathic hospital.

At the close of the biennium, the number of departments of instruction, forty-five, has been increased by the creation of twelve new departments, chairs, and lectureships. In the college of liberal arts full departments or professorships have been created in economics and statistics, in Scandinavian languages and literatures, in physical training, in public speaking, in Greek art and archæology. In the college of medicine, lectureships in paediatrics, surgical technique, electro-therapeutics; in homœopathic medicine, lectureships in paedology, and diseases of women; in the college of dentistry, professorships in dental and regional anatomy, and orthodontia.

All these are in addition to the ordinary development of all

the old departments strengthened by the additions of assistant professors or instructors, and other assistants.

#### ADMINISTRATIVE DEPARTMENTS.

On the administrative and business side, there has been a differentiation of offices in the interests of economy and scholarship. The position of superintendent of grounds and buildings has been created; of matron of the hospital as distinct from the superintendent and principal of the training school; of the president's secretary; of the dean of the graduate college; of the dean of the summer session; of the dean of women; of the university examiner; and of the registrar, so that full provision is made for enforcing entrance requirements and scrutinizing college work; of the high school inspector; of the university editor, and of university publisher.

#### INCREASE OF TIME LIMITS.

To approximate the ideal standards as to scholarship and the opening of opportunities to all, there has been an increase in the number of terms and length of terms.

**SUMMER SESSION.**—The first two summer sessions of six weeks each have been held at the university in this biennium. For lack of funds the earlier movements to establish the summer session were not carried to a conclusion. The university enters this field late, but as the reports of Professor J. J. McConnell, the dean of the summer session will show, it is a decided success. He says, "Up to this time our numbers have not been large; however, the representatives of the secondary schools which have appeared as students in the two summer sessions have been men and women who, qualitatively speaking, fairly represent the secondary schools of the state. We shall gradually increase the membership of the summer session from the teachers, especially of the high schools. It will take some time to accomplish this result. The chief obstacle in the way is the habit which some of our high school people have formed of spending the summer term at other institutions which developed their summer session policy prior to the time when the university took up the work. If the expressions of those in attendance can be taken at their face value, and I have no doubt they can, the university has entrenched itself strongly in the confidence of those who so far have been in attendance."

**PROFESSIONAL COLLEGES.**—The number of years and length of

term required for courses in the professional colleges has been increased to the highest standards. The college of law, in accordance with the legislation of the last general assembly, has extended its course from two to three years, and the entrance of its large first year class already shows that the college is meeting the wishes of the best students, and that the college must have increased appropriations.

The college of medicine and of homœopathic medicine have extended their terms from seven months for each year to nine months for each of their four years' courses. This also meets with the approval of incoming students, and will require more pecuniary support.

The college of pharmacy has made the same addition, in its two years' course, from seven months to nine months for each year. This college and the college of dentistry contemplate an addition of a year each to their courses.

The facts and figures so imperfectly enumerated do scant justice to the history of the progress of the university during the biennium, but it is hoped they are sufficient to satisfy the members of the Twenty-eighth General Assembly of the wisdom with which the regents have used the appropriations made by that assembly. The increasing demands that the people of the state make upon the university by their patronage and by their desires for the best are demonstrated. The very gifts of the last general assembly have created a growth making demands upon the present assembly. The university has been a plant suffering from a pecuniary drought. Its watering two years ago has not caused it as yet to catch up with its normal growth, but that very watering has made a growth urgently calling for further showers of liberality.

The following excerpts from my annual reports to the board will supplement this general summary. It is to be regretted that the state is not prepared to print the full and valuable reports from the deans and heads of all the departments.

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#### EXCERPTS FROM THE ANNUAL REPORT, 1899-1900.

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Your carefully made plans and your highest purposes for the university are in the way of fulfillment.

According to the reports of the chancellor, deans and heads of departments, submitted herewith, this has been the most prosperous year in the history of S. U. I. The total number exclusive of duplicates, of 1,438 students, is the largest ever enrolled. The distribution of students among the



various departments shows an increase in every direction, and is an indication of health.

The requirements for admission that had been advanced for the medical department, and in languages for the collegiate department, were strictly enforced. The raising of the standards would seem to increase rather than decrease the attendance. The list of graduate students, and of the few students doing work *in absentia*, has been carefully revised. Upon the basis of lists unrevised as in preceding years, the apparent increase in enrollment would be larger than that reported.

The income of the university has been beyond the estimates of a year since, and is also the largest in the history of the university. This is true despite the remission of tuition fees for soldiers in the Spanish-American war.

The greatest feature of the year upon the material side is the laying of foundations for a proper financial support of the university. The legislature responded well to the effective appeal of your able legislative committee, aided by the alumni, schoolmen, the friends of higher education throughout the state, and especially by the press as giving voice to public sentiment. The Twenty-eighth General Assembly, in view of its recognition of education, deserves to go into history as the educational assembly. The appropriations for the university of \$50,000 additional annual support fund in the form of a permanent appropriation, and the continuance of all former appropriations, including the one-tenth mill tax for the building fund, are valuable in themselves. The real value of the legislative action lies in its significance. At length by the severe test of the purse, it is clear that the people of Iowa have determined to sustain this board in its efforts to maintain a university of the highest rank. The legislature continued the appropriation for the annual repair fund of \$5,000, and practically acknowledged that it was an inadequate sum for the purpose.

During the past year, in addition to the general up-keep of the institution, an attempt has been made to improve the chemical laboratory. It is to be hoped that the general policy each year may be, after taking care of the general repairs, to concentrate in the decided betterment of some single building. The continuation of the building tax makes it necessary that the board should take steps to secure plans for the first building that they have agreed to erect out of this fund, namely, the combined armory, gymnasium, and auditorium. The delays suffered in the erection of the collegiate building will be a source of great discomfort at the opening of the college year. The careful attention given to the erection of the building by your building committee, and in particular by Major Higley, deserves especial mention. The relief anticipated from this building when it is opened will hardly be felt on account of the inadequacy of room for the number of students that we have, saying nothing of the anticipated increase in attendance.

The heating plant, that it is necessary should be erected before the opening of the new building, should in every respect be the most modern and economical. Its location should be arranged with reference to the ultimate campus and location of buildings.

The treasurer's report shows that the university is unusually favored in the investments of its funds. Hardly a dollar lies idle and the rate of interest is kept for the most part at six per cent.

The acting superintendent of grounds and buildings has begun to give

his attention to the improvement of the appearance of the campuses. The grounds, naturally beautiful with their fine trees, will pay for any attention bestowed upon them. We may hope that with a little attention to landscape gardening, our beautiful shaded campuses may become, in connection with additions that may be made to them, one of the most picturesque sites in the country. The brightness of the material prosperity of the university shines out in contrast with the pecuniary adversity it has suffered in the past.

The institution has now the one thing it lacked—financial support. In the realms higher than the material, the university has during the past year endeavored to conserve its excellent inheritance. The faculties that had become united and strong, under the judicious administration of our former president, have shown their loyalty to the new one. The faculties have been harmoniously working and planning for the growth of each department and particularly of the university as a whole.

The total number of schedule hours of service of eighty-six instructors is 45,861, and shows a high average of service obtained. If the schedule of salaries were placed side by side with the schedule of service it would be perceived how economically the institution is being run, or, at least, how much work for little money is secured. In addition to the performance of their scheduled work, the instructional staff has shown an interest in the students, sharing in their social functions, and in some cases especially entertaining the members of their classes in their homes. The personal interest shown in the students is remarkable for a great university, and surpasses that of many of the smaller colleges.

The spirit of research pertaining to a genuine university is illustrated by the publications put forth by members of the faculty not only in the official publications in the university bulletins, but in articles that appear in various literary and scientific periodicals.

The students have manifested a revival of university spirit. The university consciousness has been cultivated in many ways. The convening of all the faculties and students in a great meeting of the university, called a convocation, has contributed to this spirit. Four of these convocations were held, with a fifth grand rally of the university at the inauguration, September 29th. The notable addresses given upon these occasions, added to the special lecturers that appeared under the auspices of various university organizations, have contributed to the inspiration and general culture of the university. The manifestation of university spirit, in connection with the remarkable record made during the year upon the athletic field, has shown itself in other directions, though more quietly, of which the success in debate is an illustration. The numerous student organizations have thriven.

The religious work, prosecuted voluntarily, particularly under the auspices of the Y. M. C. A. and Y. W. C. A. of the university, has been well maintained. The Sunday vesper services have been varied by the institution of a lecture-course by distinguished visitors. It has been a joy to work with an enthusiastic body of students.

The alumni, by correspondence as well as by visits to the university, have stimulated its work.

By the invitation particularly of schoolmen, the president has given fifty-three addresses at different points in the state, and has been obliged to decline ninety-two.

The committee of the college section of the State Teachers' Association on entrance requirements has held its session at the university, and made use of the valuable material gathered by the university. Our Professor McConnell has presided.

This committee is making progress toward a common standard for admission to all the standard colleges of the state. This committee has desired the further development of the high school inspection from the university. The work of inspection, or analyzing the courses of study, or accrediting schools, has been prosecuted with vigor by Inspector McConnell and his assistant, Mr. Dorcas. The number of fully accredited schools is 127. See Calendar, p. 27. As the crown of the public school system, the university has great responsibilities, and is endeavoring to meet them and to further unify the school system.

The university seems more and more to be fulfilling its functions as a genuine people's university, not simply by turning out so many hundred graduates, but also by immediately touching the citizenship of the state through publications, oral addresses, work through the schools, and enterprises having economic value, particularly in the departments of science. It would be a pleasure to rehearse the points of progress in each of the seven existing departments of the university, but it is thought better to refer for these details directly to the reports of the chancellor and deans of the departments and of the chairs filed herewith (unfortunately not printed because too voluminous).

In conclusion, let me extend my heartfelt thanks to the regents for their self-sacrificing and enthusiastic devotion to the university and their thoughtfulness of me. The regents at this time would seem to reflect the loyalty and sentiment of the state toward the university. In this era of its development, the universal determination is that henceforth every youth shall find in Iowa, and its crowning university, opportunities for his highest education.

#### EXCERPTS FROM THE ANNUAL REPORT FOR 1900-1901.

I have the honor to submit my annual report for the university year beginning July 1, 1900.

The unsurpassed prosperity of the institution will compel us to use superlatives. The attendance, as last year, is again the largest in the history of the university, 1,542. An analysis of the registrar's report—liberal arts, 802; graduate college, 148; law, 268; medicine, 272; homœopathic medicine, 58; dentistry, 148; pharmacy, 58—shows the healthful distribution of the increase through the seven colleges, with the exception of one. The noteworthy increases are in the youngest college, the graduate college, and in the college of law and medicine.

It is remarkable that the graduate college, with the new requirement of residence, has practically doubled in numbers, and with an enrollment of 148 students becomes one of the largest in the west.

The college of liberal arts, with an enrollment of 802 students, more than holds its own, despite the fact that the graduate college has been set off from

it during the year. This is due not to an increase in the freshman enrollment, but to the holding of our students in the advanced classes and in lines of specialization.

The mere statement of the gross attendance at the university, without analysis as to the classification of the students, does not do it justice. By the standards of genuine collegiate requirements for admission in all of the colleges but one, or at the most two, in short, judged by the number of collegiate students and students with a full high school preparation, the university is among the largest of the great state universities. It is almost of a unique type among larger institutions, in that its numbers are not swelled by attached schools or groups of preparatory students below collegiate grade.

The beginning of the year was signalized by an increase of the instructional staff of the university from 102 to 130. This largest staff has also been the best staff, the trial year showing that the university was extremely fortunate in its appointments. The older members of the faculties have welcomed heartily the new members, and there has been a substantial unity in the finest spirit of courtesy—a central secret of the year's success.

The rigid enforcement of the requirements for admission has given us the best preparatory classes, according to the reports of all the deans, that we have had. The increase in common university spirit, fostered by every possible means, and not the least by training and success in literary, debating, oratorical, and athletic contests, and by the convocations of faculties and students, has added greatly to the morale and morals of the students. Even the tiny police force of the city testify to the good behavior of the students. The two public exceptions, due to thoughtless enthusiasm and college tradition, have been amply atoned for, and student sentiment has practically been at one with that of the faculty. The stalwart character of the youth of Iowa asserts itself strongly and happily in the college democracy. In short, we have the most and the best students in scholarship and character.

The alumni have borne the university up with awakened enthusiasm and loyalty, and by the reunions of alumni and ex-students and the organization of university clubs at many centres in the state. As an attraction to intending students, and as an assurance for the future of the university, stands the fact that we have 5,873 alumni, ranking, in this particular, eleventh among all the institutions in the United States. The alumni will be increased this year by the largest number of graduates, approximately, 344.

The notes of university progress, beyond those indicated by the statistics given, may be enumerated in what has proven the wise distribution by the regents of the largest income the university has enjoyed, in round numbers, \$256,000; of which \$50,000 was an absolute increase. The phenomenal success of the youngest school—the graduate college—is the most noteworthy;

Combined courses have been adopted between the colleges of liberal arts and of law; colleges of liberal arts and the two colleges of medicine. whereby not only a year of the time of a student may be saved, but the sequences of study and the pedagogical advantages of the combination of the theoretical and the practical are secured. The temptation to short-cut courses, is lessened, and the colleges are knit together more closely in the university.

## SCHOOL OF POLITICAL AND SOCIAL SCIENCE.

The Iowa School of Political and Social Science has been formed, and reports an enrollment of 418 students in the departments concerned.

## SUMMER SESSION.

There has been the establishment of the summer session, not simply a summer school, with a reputable attendance of some of the best high school teachers, superintendents, and principals in the state.

## LIBRARY SCHOOL.

The unsought association with the summer session of the library school, under the direction of the state library commission, denotes enlargement looking to the wider service of the state.

## INSPECTION OF HIGH SCHOOLS.

□ The systematic inspection of high schools under the able administration of Professor McConnell in person, assisted by the other members of the department of pedagogy, is proving the helpfulness of the university in unifying and strengthening the entire public school system.

With justice, formal university extension has been managed by the same department. The president has incidentally aided in the work of school visitation and university extension by addresses given since September, 1899, upon invitation in eighty-four towns, although, under the pressure of pressing engagements, he has had to decline 156 invitations.

## PUBLICATIONS.

As a people's university, the diffusion of useful knowledge through the printing-press, where the living voice cannot reach, is desirable. The university publications during the current year in the new series of bulletins number thirty-three. The list of publications official and unofficial by the members of the university staff since July 1, 1899, numbers 144 articles. The range of these publications in the different fields of research, as well as popular knowledge, indicates the progress of the genuine university spirit.

## UNIVERSITY ORGANIZATIONS.

One of the most suggestive signs of the abundance of life and real university spirit is the voluntary organization during the year of various faculty and student organizations for the promotion of fellowship and scholarship.

The Triangle Club, among the members of the instructional staff, has added much to the common culture and social life.

The literary and debating societies in the colleges of liberal arts and of law have not only flourished, but have multiplied with the growth of the student body.

In the college of medicine, the Middletonian society for social and scientific culture has proven a valuable adjunct to the college, and it has even issued a publication.

The Boerner society in the college of pharmacy is fulfilling a similar purpose.

The national and international recognition of the university appears in

its invitations to send delegates to celebrations like that of the 450th anniversary of the University of Glasgow. The honorary scientific society, Sigma Xi, has been planted here during the year, and the national federation of graduate clubs has taken in our newly formed graduate club. Our professional men have been chosen to high offices in various state and national associations.

#### MATERIAL EQUIPMENT.

Even the disastrous fire of March 10th, consuming the hall of medicine and south hall, such has been the energy of the friends of the university and is our trust in the people of the state, promises to prove a blessing in disguise. The old and unsanitary buildings doubtless will be replaced with modern ones. The behavior of the faculties and students at the time of the fire and in the hours immediately ensuing was admirable. Effective adjustments were immediately made, and not a recitation was lost. The relief afforded cheerfully from the providential fund of the state by the executive council, and the appropriation of \$15,000, has enabled us to replace with better apparatus, as far as it goes, than that lost, and to make temporary building provision in connection with the opening of the new hall of liberal arts. The expeditious completion in fifteen days of the temporary hall of engineering, under the energetic direction of Professor Sims, leaves the work of his department not only unimpaired, but with a better outlook than before the fire. The college of medicine by September will be in the same condition.

#### HALL OF LIBERAL ARTS

The completion of the magnificent hall of liberal arts is assured, so that the building can be thrown open in September. The addition of ninety-two recitation-rooms, seminary-rooms, and offices, and ladies' parlor, and an amphitheater for lecture purposes, is well timed to meet the enlarged demands of the university.

#### HEATING PLANT.

The completion of the central heating, light and power station, with its tunnels connecting with the buildings, will not only afford more sanitary heating and ventilation, but will offer greater experimental facilities for the engineering departments and for the scientific departments requiring electric power.

Thus incidentally, the equipment of the hall for the humanities has become a benefit to the laboratories and sciences. In the autumn, the university will enter into the full use of improvements costing not less than \$250,000, and still we shall be in great distress on account of the insufficiency of the building tax and on account of the fire.

#### ATHLETIC FIELD.

The athletic field has already justified every expenditure made upon it, and promises to become, in connection with its picturesque situation upon the banks of the Iowa, one of the ornamental as well as useful additions to the university.

#### GIFTS.

The appeal that the university makes to the public mind is being recognized by the giving of private gifts, supplementing the bounty of the state.



The treasurer reports that Mr. A. Whitney Carr, of Jordan, N. Y., has paid \$45,000 of his donation of \$50,000, from which, in accordance with the purposes of the donor, the regents have established the A. Whitney Carr Free Scholarships. Scholarships will be awarded in September to incoming as well as old students in the college of liberal arts. The value of a scholarship will be \$100 for the four years, a sufficient sum to pay tuition.

#### STUDENT LOAN FUND.

The student revolving loan fund, to which recognition was given by the regents upon my solicitation, has received donations to the amount of \$228 32 from the institutions and individuals mentioned in the treasurer's report. From this fund, timely aid, preventing students from having to drop out of the university, has been given to nineteen persons. It is to be hoped that this useful fund may be greatly augmented.

The librarian reports the donation of 1,918 volumes to the library.

The Hon. S. F. Smith, ex-mayor of Davenport, has donated a valuable oil painting of his father, the author of "My Country, 'Tis of Thee." Mr. Smith and other friends are providing for a series of valuable portraits of presidents and professors. The possession of a fireproof building it is expected will encourage many valuable loans and gifts to the University.

The gift of the Morro gun, from Major John A. Hull, is suggestive of the presence of University of Iowa men the world around. The collection of woods made by Lieutenant Geo. S. Gibbs, in the Philippine Islands, is another token. Certain scientific specimens fall into the same category. Other friends have signified their intention to remember the University.

#### F. O. LOWDEN ENDOWMENT.

It is always a special pleasure to acknowledge the benefit to his alma mater rendered by an alumnus, and especially so in the case of the generous endowment by the gift of \$3,000 by Col. Frank O. Lowden, of the class of '85, to the Northern Oratorical League, by which annual testimonials are provided and the membership of the University of Iowa is safeguarded.

#### INTERNAL ORGANIZATION.

A marked feature of the year has been the development of the internal organization of the university. The university senate is passing from a formal body into one effective with reference to the shaping of the policies of the university as a whole. Its meetings have been frequent and profitable. It has put into operation very efficient boards as follows: The board of deans, practically an administrative council for the entire university; of athletics; of combined courses; of library; of music; of publications; of secondary schools and entrance examinations.

#### UNIVERSITY EXAMINER.

The university examiner has reinforced the work of the inspector of schools by an exact and admirable analysis of the returns from accredited schools and from the inspector. All this work has been in connection with the established generous policy of the university put at the service of the standard colleges of the state. The examiner has also conducted examinations and aided much in maintaining uniformity of standards of admission, and thus in maintaining the higher standards of the university.

## DIRECTOR OF PHYSICAL TRAINING.

The report of the director of physical training and athletic sports sets forth the next steps necessary in the development of this extremely successful department. The public naturally has dwelt upon our athletic success in the way of winning games, but at home we especially rejoice in the greater measure of maintaining clean athletics and in the dissemination through the entire work of the university of the high and fair spirit of true sportsmanship. The ethical element has been made central in athletics and developed by them.

In physical training, the opening of work for young women, through the appointment of a woman assistant, has been successful.

## MILITARY DEPARTMENT.

The demand has become imperative for the speedy erection of a gymnasium and armory, not only for the work of this department, but for that of the kindred department of military science and tactics. Too much praise cannot be given to the able student commandants and to the students themselves in the battalions for the way in which this department has been maintained in the absence of the detail of any army officer since the opening of the Spanish-American war. It makes one proud of Iowa youth to see their patriotism, their ability, and their loyalty to the university, and the spirit of obedience and hardy training shown in this department. The department has earned the support of the regents to be given to it in the securing of a regular army officer the ensuing year.

The report of the commandant well emphasizes the following points; the band has surpassed that of the past four years; for the first time here, a practical sham battle has been made a part of the maneuvers; the rifle-range, abandoned five years since, has been re-established; for the first time, a bugle corps has been organized.

## DEAN OF WOMEN.

The appointment of a dean of women made at the beginning of the year has already passed the experimental period. The dean of the college of liberal arts in his report says, "The presence and influence of the dean of women have been felt for good in a marked degree. Miss Young's good judgment, discretion, and deep interest in the women of the college have been highly appreciated by the women themselves and valued by the faculty."

The report of the dean of women, by the mere announcement of the enrollment of 344 women, by the enumeration of their many literary, social, and religious organizations, by the reference to what has been done in regard to the health of the women, and the care concerning lodging places, the making of several hundred personal calls, the giving informal At Homes and formal receptions to further personal acquaintance, to say nothing of the public addresses and visits, will make evident the greatness of the work on the campus and its importance in relating the university, to the homes, the schools, and the women's organizations of the state.

## REGISTRAR.

The grouping in one office of the functions of a registrar, heretofore left in the hands of the secretaries of faculties, has reached a point showing not



only that officers of instruction are wisely relieved of burdens, but also the scholarship and conduct and convenience of the entire university body are promoted. In confirmation of these words I quote from the report of the dean of the college of liberal arts: "The creation of the office of registrar, and its efficient management have relieved the dean, the president's secretary, and classification committee of much labor and added materially to the completeness of the records of the college."

#### UNIVERSITY EDITOR.

Among the new officers appears that of university editor, a professor nominated by the senate's board of publication, and also that of university publisher. The extent of our publications has been referred to. Their improved appearance is due in no small part to the university officers just mentioned. The decided progress made, and the saving pecuniarily to the university, call for the continuance of these offices. The few lectures given incidentally by the university publisher, in journalism, have been appreciated by the students attending, and are commended in the report of the department concerned.

#### PRESIDENT'S SECRETARY.

Without the creation of the office of secretary to the president, a year since, it would have been impossible for him to struggle through the year. His absences from the university call for much more than clerical services, and he is indebted not only to his secretary, but to the unstinted devotion and valuable services of the senior dean.

#### TREASURER.

The assignment to the treasurer of the university of the collection of tuitions, and the correlation of his office with that of the registrar, have justified the business step as one giving greater promptness in the payment of tuitions and opportunity for closer accounting. Improvements are still possible with reference to matters of form and points of convenience in the way of time and place for meeting with students.

#### SECRETARY OF THE REGENTS.

The advice of the secretary of the board of regents in various ways, and in his position as superintendent of grounds and buildings, has often been sought and followed with profit. The assignment to this office of the purchases and accounts of the hospital have been beneficial, but doubtless this office is still too heavily loaded with diverse responsibilities. In the further differentiation of the business side of the university, relief should come.

#### THE HOSPITALS.

The reports of the directors or superintendents of the hospitals are submitted herewith.

It is believed there has been considerable progress in the business administration of these institutions. We are just completing the first year of the full administration of the homœopathic hospital. The other hospital pecuniarily gives us a surplus.

The changes brought about by resignations of superintendents of the hospitals give an opportunity for further differentiation of functions and closer administration.

The creation of the office of principal of the nurses' training school in one hospital, and of that of matron, is along the line of differentiation of function that will make for both efficiency and economy. It is a subject worthy of consideration if a single thorough and more advanced nurses' training school, upon a broad university basis, should not be established.

We have had the largest number of cases and clinics in the hospitals of the college of medicine yet known. The most modern colleges of medicine are beginning to see the advantage of having not necessarily the large hospitals of cities under independent administration, but hospitals under the administration of the colleges that conduct actual laboratories. The objection often heard, as to the location of colleges of medicine outside large cities, is being practically met by the development of our hospitals. The parents and friends of students are discovering the great advantage in the use of our hospitals as infirmaries for students who fall ill. The provision for reduced rates for such students has aided the officers of the university and of the city in securing a prompt and sanitary attention for sick students.

#### THE LIBRARY.

The library has practically expended the last of the special appropriation due to the fire of 1897. The collection of about 60,000 volumes recently selected, while it makes by far the largest educational library in the state, is still insufficient, and particularly for the demands of graduate work. The library board urges, with reason, enlarged annual appropriations, and I recommend that the legislative committee of the board of regents consider the advisability of a special legislative appropriation. The fire losses at least should be made good.

The opening of a fireproof building in which rare volumes may be deposited, in connection with the state historical society's collections, should tempt the friends of the university to donations, and to deposits of works that we could not heretofore consistently solicit. As a state library related closely to the libraries of all the public schools and the work of university extension, the library becomes perhaps the most important in the state.

The unlimited use of the library collections of the state historical society, now to be stored under the university roof, will give another great opportunity for library development and for research work in historical subjects.

It is only necessary to call the attention of the regents to the recommendation of the library board to make good the two medical libraries known as the Ranney and Peck libraries, including the collection of medical magazines presented by former Regent McCleary, destroyed in the fire of March 10th, and to perpetuate as a memorial these names.

The accessions to the library number 4,966 volumes. The special feature of the year has been the subscription to 280 learned periodicals and journals, enabling us to push forward research and graduate work.

#### MUSEUM.

The curator of the museum reports it in excellent condition owing to the faithful work of the taxidermist. The large collections exposed to fire call for the earliest possible provision of a fireproof building. The curator and faculty of the college of liberal arts have already brought the matter to the

attention of the board. Immediate relief should be given, somewhat diminishing the risks by the storing unique specimens in the new hall of liberal arts.

The request of the curator for the separation in the appropriations of the funds for the museum and the chair of zoology should be granted.

It is encouraging to note that, in addition to our great natural history museum, we are able to mention for the first time the appearance of a pedagogical museum. Encouragement should be given to the steps being taken for the development of an archæological and classical museum.

With reluctance I omit a summary of the encouraging reports from the colleges and departments, adding only notes as to the professional colleges.

#### COLLEGE OF LAW.

The event of the year in the college of law is the election of Charles Noble Gregory, professor of law and associate dean of the college of law in the University of Wisconsin, to succeed Judge Emlin McClain, elevated to the supreme bench. The patient search of the regents' committee through the state and through the leading legal institutions of the United States has been abundantly rewarded. In a visit of two days, the dean elect, in his conference with the faculty and in his meeting with the students, confirmed the highest hopes of his friends and of the college as to the prospects of his administration.

The extension of the course from one of two, to one of three years, makes particularly for the extension and enrichment of the instruction, which will maintain the college equal to the reputation your law committee found it had, "the best in the west and one of the best in the United States." The unexpectedly large enrollment of first year students for the three-years' course gives assurance that we are but meeting the demand of the best youth in Iowa. A total enrollment of 262, and the graduation of the largest class in the history of the college, close happily the era of the two years' school, and inaugurate auspiciously the new era.

#### COLLEGE OF MEDICINE.

The state having adopted the policy of carrying its own insurance, certainly the making good to the university of the fire losses of March 10, 1901, representing an original expense of not less than \$85,000, and requiring, to make the same good today, not less than \$250,000, is the first lien upon the state. Appropriations for this purpose should take precedence and should in no way curtail the regular support or daily bread demand for the university.

This college also enjoys the largest enrollment in its history, and rises with promise of new development out of the ashes of the fire. Professor Bierring sends word from Europe that he is having success in collecting specimens, models, and apparatus to replace those burned.

The appropriations from the providential fund are being used to great advantage in purchasing the most modern equipment for the laboratories.

The maintaining of the requirements for admission in this college, and in the sister college of homœopathic medicine, has given two of the best entering freshmen classes known. The extension of the course of study from four years of seven months to four years of nine months, and the consequent improvement of the courses of study, bring this college abreast

those of the highest rank. We shall now be able to follow pedagogical principles of instruction, and to make these real colleges instead of mere schools.

The dean and faculty desire a most modern medical school building, and believe "that Iowa's university will not possess such an institution at a less expenditure than \$200,000, whether your efforts in our behalf take the direction of a single large or several small buildings." The dean says: "We hope that the laboratories to come from you may far transcend any simple hospital plant in their beneficence; that original research more than simple teaching may make their power for good; and that from the University of Iowa may go out many inventions for the 'healing of the nations;' for, as Dr. Keene says, 'The medical school which trained a Lister, a Pasteur, or a Koch has done more for humanity than all the hospitals of this country combined.'"

#### COLLEGE OF HOMŒOPATHIC MEDICINE.

The college of homœopathic medicine, as has been said, enters the best class in quality that it has received. The work of the instructors appointed at the beginning of the year has been highly satisfactory.

The faculty of this college desire two lecture-rooms in a wing of the new proposed medical building in order that they may have more space in their hospital, and an opportunity there for the equipment of an ophthalmological laboratory.

This college has from the beginning been enthusiastic in pursuing the extension of the year to one of nine months, and they have now prepared graded courses. There have been better opportunities than ever before offered for clinical material in the department of obstetrics, and there has been a large number of patients and a variety of clinical material, as is shown in the report of the director of the hospital.

#### COLLEGE OF DENTISTRY.

The college of dentistry entered upon this year with the improvements due to your liberal appropriation of \$6,300 for additional equipment. The investment repays the university in the return and increase of upper class men, giving the largest enrollment in the history of the college—148 students.

The dean with pleasure calls attention to the greatly enlarged clinics. He says: "The only objection ever heard against the college of dentistry has been that the students do not have sufficient clinical experience. This we can now deny. The figures given out show that we have enjoyed a steady increase of patients. The number this year will reach nearly 8,000."

A more thorough and complete course in all laboratory and technical work has been carried out. A higher standard of excellence has been required in all work of the laboratory and clinic.

The crowded condition of this recently erected building shows the unexpected growth of the school. The dean proposes relief, until such time as a building can be enlarged, by converting the south laboratory into a clinic room for a part of the year, and placing additional operating chairs and cabinets.

In view of their growth, the faculty request that the regents ask from the next legislature \$20,000 for the college for the following purposes: extension of the building, and added equipment.

## COLLEGE OF PHARMACY.

The college of pharmacy has slightly increased its attendance and the members of the last junior class have signified their intention to return next September despite the fact of the lengthening of the college year from one of seven to nine months.

The faculty of the college further ask the regents to ratify their recommendation for higher requirements for admission, bringing this college up to the standard of the other colleges in the demand for a high school preparation.

The especial attention of the regents is drawn to the following extract from the dean's report and I recommend reference of the subject to the legislative committee:

“The commissioners of pharmacy have, of their own accord, suspended their rule to require all candidates for examination to appear before them in Des Moines, and now again conduct examinations of our students here. They also recommend that section 2589 of the Code be amended by striking out the words ‘school year 1897-’98,’ and substituting in lieu thereof the words ‘current year,’ so that the sentence of the section which it is proposed to amend will read:

“ ‘Graduates of pharmacy holding a diploma from the State University, or from any school or college of pharmacy requiring a course of study and laboratory work equivalent to that prescribed by the said university in its catalogue for the current year, shall be entitled to registration as pharmacists without examination. Pharmacists thus registered have the sole right to keep and sell all medicines and poisons, except intoxicating liquors.’ ”

In accordance with the requirements of the statute, Code 1897 (section 2641), there is submitted herewith the calendar of the university for the year 1900-1901, containing details as to the different courses of study pursued and branches taught, the means and methods of instruction adopted, the number of students, their names, classes, and residences.

Respectfully submitted,

GEORGE E. MACLEAN,  
*President.*

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# REPORT OF THE SECRETARY.

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## REPORT OF THE SECRETARY.

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STATE UNIVERSITY OF IOWA,  
SECRETARY'S OFFICE,  
IOWA CITY, IOWA, October 1, 1901. }

### *To the Board of Regents:*

Herewith is respectfully submitted a financial statement of the incomes and expenditures of the University for the biennial period from the close of the school year of 1899-1900, to the close of the school year 1900-1901.

The statement shows incomes and expenditures by departments as nearly as can be conveniently done.

The incomes and expenditures for general purposes are shown separately from the appropriations made by the general assembly for special purposes:

The balance shown by this statement differs from that shown by the treasurer, for the reason that warrants drawn and unpaid are treated, for the purpose of this statement, as paid, so as to show available funds for future expenditures.

### EXPENSES BY DEPARTMENTS.

In dividing up the annual expenditures and charging each department with its proper amount of the same, the showing is as nearly correct as it can well be made. Some items seem to be fairly chargeable to a particular department as running expenses, when in fact a part thereof is in the nature of a plant or permanent fixture, as, for instance, instruments or apparatus, which will be in use for years. Laboratory bills are often of this character. Some items may be in part for supplies. On the whole the division is believed to be correct.

We will exhibit the exact income and expenditures on account of each professional department for the biennial period commencing on June 30, 1899, and ending on June 30, 1901, to-wit:



Professional Colleges.	Incomes.	Disbursements.
Law Department.....1899-1900.....	\$ 12,932.30	\$ 10,070.00
Law College .....1900-1901.....	15,051.00	10,686.03
Medical Department.....1899-1900.....	15,361.62	15,422.82
Medical College .....1900-1901.....	17,288.58	19,742.63
Homœopathic Department.1899-1900 .....	4,399.37	4,502.72
Homœopathic College.....1900-1901.....	3,681.49	5,159.35
Dental Department..... 1899-1900.....	13,412.98	10,915.08
Dental College.....1900-1901.....	15,000.21	15,681.30
Pharmacy Department ....1899-1900.....	4,102.85	2,810.47
Pharmacy College.....1900-1901.....	4,527.25	3,843.35
	<hr/>	<hr/>
	\$105,757.65	\$ 98,833.75
Income over expenditures to balance.....		6,923.90
		<hr/>
Total .....		\$105,757.65

It may be noted that the cost of dissecting or anatomical goods should be charged to the college of medicine, college of homœopathy, and college of dentistry. It is not included in the above statement, as it would be difficult to say just how the expense of anatomical material should be divided. The cost of said material for the biennial period is:

1899-1900.....	\$3,513.65
1900-1901.....	2,542.79
	<hr/>
Total .....	\$6,056.44

If this be added to the expense or cost of these colleges for the current biennial period, the said five professional colleges will still be self-supporting. Last biennial period the expenses exceeded the income by \$6,436.92. The present report shows a decided gain in fees in said colleges over the previous biennial period.

It is proper to note that in the expenses here charged to each department, in the foregoing showing, only salaries and such supplies as are furnished from the income fund are included. The foregoing showing does not include special state appropriations, such as books in the law department, histological, pathological laboratory equipment in the medical department, nor any laboratory equipment anywhere, as such things are in the nature of a plant, and are not fairly included in annual expenditures.

It is perhaps not expected that any department would be self-supporting to the extent of paying for catalogues, printing, fuel, gas, water rent, janitor services, apparatus, books and such special

expenses as are not directly incurred by any one department, but made for the benefit of the whole. These expenses are set out in the annexed report under the head of general expenses.

FINANCIAL REPORT—MODE OF MAKING.

In order to be uniform, this report will be made, as usual for several years past, by crediting each department with the actual fees, in cash, paid by the students in that department. This will give a clearer comparative view in looking back over the reports for several consecutive years than any other mode.

STATEMENT.

*Incomes and disbursements on account of the general income fund for the school year from June 30, 1899, to June 30, 1900.*

INCOMES.

*Collegiate Department.*

Tuitions and Fees.....	\$ 11,595.00	
Chemical laboratory deposits.....	90.75	
Total.....		\$ 11,685.75

*Law Department.*

Tuitions and fees.....	\$ 12,932.30	
Total.....		\$ 12,932.30

*Medical Department.*

Tuitions and fees .....	\$ 15,182.50	
Chemical laboratory deposits.....	179.12	
Total....		\$ 15,361.62

*Homœopathic Medical Department.*

Tuitions and fees .....	\$ 4,370.00	
Chemical laboratory deposits.....	29.37	
Total.....		\$ 4,399.37

*Dental Department.*

Tuitions and fees.....	\$ 9,375.00	
Clinic fees.....	4,014.24	
Chemical laboratory deposits ...	23.74	
Total.....		\$ 13,412.98

*Pharmacy Department.*

Tuitions and fees.....	\$ 3,860.00	
Pharmacy laboratory deposits .....	142.85	
Chemical laboratory deposits.....	69.86	
Medical Pharmacy laboratory deposits.....	30.14	
Total.....		\$ 4,102.85

*Miscellaneous Collections.*

Sundry small items.....	\$ 175.79	
Back fees collected.....	145.44	
Summer session fees.....	272.00	
Total.....		\$ 593.23
Total tuition and fees carried to income.....		\$ 62,488.10

*State Appropriations and Fund Interest.*

State—for general support.....	\$ 75,500.00	
Interest and rents.....	14,109.82	
Balance on hand June 30, 1899.....	5,887.71	
Total.....		\$ 95,497.53
Total working fund for year.....		\$ 157,985.63

## DISBURSEMENTS—JUNE 30, 1899 TO JUNE 30, 1900.

*Collegiate Department.*

Salaries of professors and assistants.....	\$ 56,555.00	
Chair of mathematics .....	52.00	
Chair of philosophy and bulletin.....	312.71	
Chair of pedagogy and printing, etc.....	93.43	
Chair of geology.....	318.76	
Chair of botany.....	321.67	
Chair of zoology.....	289.74	
Chair of physics.....	305.79	
Engineering equipment.....	566.44	
Chair of Morphology.....	345.97	
Total.....		\$ 59,161.51

*Law Department.*

Salaries of professors and lecturers.....	\$ 9,750.00	
Stenographer.....	320.00	
Total.....		\$ 10,070 00

*Medical Department.*

Salaries of professors, lecturers, etc.....	\$ 13,980.00	
Chair of physiology.....	176.10	
Chair of pathology.....	255.09	
Chair of histology.....	497.51	

Museum jars.....	19.32	
Hospital clinics.....	494.80	
	<hr/>	
Total.....		\$ 15,422.82

*Homœopathic Medical Department.*

Salaries of professors, lecturers, etc.....	\$ 4,335.00	
Hospital clinics.....	167.72	
	<hr/>	
Total....		\$ 4,502.72

*Dental Department.*

Salaries of professors, lecturers, etc.....	\$ 8,212.24	
Clinic supplies.....	2,680.14	
Dental equipment.....	22.70	
	<hr/>	
Total.....		\$ 10,915.08

*Pharmacy Department.*

Salaries of professors and assistants, etc.....	\$ 2,500.00	
Laboratory supplies.....	310.47	
	<hr/>	
Total.....		\$ 2,810.47

*General Expenses.*

Salaries of officers, librarians, etc ...	\$ 12,005.00
Chemical laboratory.....	1,530.34
President's traveling expenses.....	4.65
High school inspection.....	320.46
Janitors.....	5,776.61
Dissecting.....	3,513.65
Fuel.....	6,686.02
Printing.....	902.93
Commencement expenses.....	781.89
Opera house rent.....	380.00
Care of grounds.....	203.00
Gas.....	1,395.04
Catalogues.....	1,278.72
Night watchman.....	468.00
Postage.....	506.38
Water rent.....	556.00
Natural history bulletin.....	291.13
Y. M. C. A. rent.....	610.00
Alumni association.....	100.00
Students' newspapers.....	100.00
University hospital.....	1,500.00
Incidentals.....	3,703.15
Homœopathic hospital.....	300.00
Historical bulletin (general).....	300.00
Advertising in Educational Journal.....	72.00
News Letter.....	189.89
Outstanding bills.....	3,678.62

Dispensing table .....	62.50	
Military .....	99.50	
Athletic grounds.....	92.88	
Repairs and contingents.....	2,330.49	
Board appropriation for Homœopathic hospital..	85.00	
	<hr/>	
Total.....		\$ 49,823.85

GENERAL INCOME FUND—RECAPITULATION 1899-1900.

*Receipts.*

Collegiate department .....	\$ 11,685.75
Law department .....	12,932.30
Medical department.....	15,361.62
Homœopathic medical department .....	4,399.37
Dental department.....	13,412.98
Pharmacy department.....	4,102.85
Miscellaneous collections.....	593.23
State appropriations.....	75,500.00
Interest and rents .....	14,109.82
By balance on hand June 30, 1899 .....	5,887.71
	<hr/>
Total working fund for year .....	\$157,985.63

*Disbursements.*

Collegiate department .....	\$ 59,161.51
Law department.....	10,070.00
Medical department .....	15,422.82
Homœopathic medical department.....	4,502.72
Dental department.....	10,915.08
Pharmacy department.....	2,810.47
General expenses.....	49,823.85
	<hr/>
Total .....	\$152,706.45
By balance on hand June 30, 1900.....	5,279.18
	<hr/>
Total... ..	\$157,985.63

STATEMENT.

*Incomes and disbursements on account of the general income fund for the school year from June 30, 1900, to June 30, 1901.*

INCOMES.

*College of Liberal Arts.*

Tuitions (treasurer's collections).....	\$ 10,998.50
Graduation fees (secretary's collections).....	620.00
Chemical laboratory deposits.....	56.83

Physical training fees.....	183.54	
Summer session fees .....	490.00	
	<hr/>	
Total .....		\$ 12,348.87

*College of Law.*

Tuitions (treasurer's collections).....	\$ 14,110.00	
Graduation fees (secretary's collections).....	941.00	
	<hr/>	
Total .....		\$ 15,051.00

*College of Medicines.*

Tuitions (treasurer's collections).....	\$ 17,127.50	
Medical chemical laboratory deposits.....	161.08	
	<hr/>	
Total .....		\$ 17,288.58

*College of Homœopathy.*

Tuitions (treasurer's collections).....	\$ 3,645.00	
Chemical laboratory deposits.....	36.49	
	<hr/>	
Total .....		\$ 3,681.49

*College of Dentistry.*

Tuitions (treasurer's collections).....	\$ 10,310.00	
Clinic fees .....	4,673.41	
Chemical laboratory deposits.....	16.80	
	<hr/>	
Total .....		\$ 15,000.21

*College of Pharmacy.*

Tuition (treasurers' collections).....	\$ 4,262.50	
Pharmacy laboratory deposits .....	141.67	
Chemical laboratory deposits.....	74.80	
Medical chemical laboratory deposits.....	48.28	
	<hr/>	
Total.....		\$ 4,527.25

*Miscellaneous Collections.*

Miscellaneous.....	\$ 272.71	
Back fees, summer session and graduation fees...	54.00	
	<hr/>	
Total.....		\$ 326.71

*Other Collections by Secretary.*

University hospital.....	\$ 10,602.63	
Homœopathic hospital.....	3,224.22	
Law loan book account.....	601.25	
	<hr/>	
Total.....		\$ 14,428.10
	<hr/>	
Total tuitions and fees carried to income .....		\$ 82,652.21

*State Appropriations and Fund Interest.*

Interests and rents.....	\$ 14,257.10
State appropriations for support	
Code—Section 2642. ....	\$65,500
Twenty-seventh General Assembly.....	10,000
Twenty-eighth General Assembly.....	50,000
Appropriations 1884, balance due 1897,	
paid January 22, 1901.....	6,000    131,500.00
	<hr/>
Total.....	\$ 145,757.10
	<hr/>
Total to income account .....	\$ 228,409.31

## DISBURSEMENTS—JUNE 30, 1900, TO JUNE 30, 1901.

*College of Liberal Arts.*

Salaries of professors and assistants.....	\$ 69,998.85
Supplies, department of botany.....	365.00
Supplies, department of chemistry.....	1,027.16
Supplies, department of civil engineering .....	429.56
Supplies, department of English.....	109.35
Supplies, department of French.....	20.05
Supplies, department of Geology .....	918.89
Supplies, department of Greek.....	540.22
Supplies, department of history .....	54.51
Supplies, department of Latin.....	119.37
Supplies, department of mathematics.....	99.47
Supplies, department of military science.....	179.48
Supplies, department of morphology.....	578.05
Supplies, department of pedagogy.....	687.58
Supplies, department of philosophy.....	484.30
Supplies, department of physics.....	980.66
Supplies, department of political science.....	40.25
Supplies, department of sociology.....	17.30
Supplies, department of zoology.....	572.69
	<hr/>
Total ..	\$ 77,222.74

*College of Law.*

Salaries of professors and assistants.....	\$ 9,653.32
Library (income account).....	1,032.71
	<hr/>
Total ....	\$ 10,686.03

*College of Medicine.*

Salaries of professors and assistants.....	\$ 16,150.00
Supplies, department of anatomy.....	12.00
Supplies, department of chemistry.....	609.60
Supplies, department of gynecology.....	82.00
Supplies, department of histology.....	740.71

Supplies, department of otology.....	84.12	
Supplies, department of pathology.....	799.87	
Supplies, department of physiology.....	798.97	
Supplies, department of surgery.....	355.82	
Supplies, department of practice.....	59.57	
Supplies, library.....	49.97	
<hr/>		
Total.....		\$ 19,742.63

*College of Homœopathy.*

Salaries of professors and assistants.....	\$ 4,755.00	
Supplies, department of materia medica.....	13.77	
Supplies, department of ophthalmology.....	41.68	
Supplies, department of surgery.....	318.90	
Supplies, department of practice.....	30.00	
<hr/>		
Total.....		\$ 5,159.35

*College of Dentistry.*

Salaries of professors and assistants.....	\$ 9,825.00	
Supplies, operating chairs.....	997.72	
Supplies, cabinets.....	406.10	
Supplies, fountain cuspidors.....	1,302.72	
Supplies, clinics.....	3,149.76	
<hr/>		
Total.....		\$ 15,681.30

*College of Pharmacy.*

Salaries of professors and assistants.....	\$ 3,100.00	
Supplies, laboratory.....	743.35	
<hr/>		
Total.....		\$ 3,843.35

*General Expenses.*

Salaries of librarians.....	\$ 2,290.00	
Salaries of administration.....	12,313.14	
University hospital clinics.....	1,229.35	
General library.....	6,300.00	
President's traveling expenses.....	318.15	
Janitors and watchmen.....	6,263.71	
Dissecting..	2,542.79	
Fuel.....	7,159.21	
Printing and paper.....	1,465.77	
Commencement expenses.....	1,230.90	
Opera-house rent.....	345.00	
Gas.....	1,806.75	
Catalogues and wrappers.....	1,772.91	
Postage.....	586.83	
Water rent.....	694.00	
Y. M. C. A. rent.....	500.40	



Alumni Association.....	100.00
Students' newspapers.....	100.00
Incidentals.....	2,627.97
Advertising.....	322.88
News Bulletin.....	209.93
Telegrams and telephones.....	284.03
Elevator—homœopathic hospital.....	231.43
Publications.....	12.50
Summer session.....	3,169.00
Administration rooms—furniture.....	914.38
Athletic park.....	1,863.54
Outstanding bills.....	4,493.83
Library work—Summer session.....	325.00
Equipment of otology rooms.....	275.63
University hospital account.....	9,824.00
Law loan account.....	315.99
Alumni book fund.....	31.00
Homœopathic hospital expenses.....	3,369.12

Total..... \$75,289.14

GENERAL INCOME FUND—RECAPITULATION 1900-1901.

*Receipts.*

College of liberal arts.....	\$ 11,858.87
College of law.....	15,051.00
College of medicine.....	17,288.58
College of homœopathy.....	3,681.49
College of dentistry.....	15,000.21
College of pharmacy.....	4,527.25
Miscellaneous.....	326.71
University hospital.....	10,602.63
Homœopathic hospital.....	3,224.22
Law loan account.....	601.25
Summer session fees.....	490.00

Total tuitions and fees carried to income account.....	\$ 82,652.21
Interest and rents.....	14,257.10
State appropriations for support.....	125,500.00
Appropriation 1884—balance due since 1897.....	6,000.00
Appr. from library tax to alumni book fund.....	92.50
Income—credit balance June 30, 1900.....	\$ 5,279.18
University Hospital—credit balance June 30, 1900.....	1,700.95
Law loan book acct.—credit balance June 30, 1900.....	65.12
	<hr/>
	\$ 7,045.25

Total working fund 1900-1901..... \$ 235,547.06

*Disbursements.*

College of liberal arts.....	\$ 77,222.74
College of law.....	10,686.03

College of medicine.....	19,742.63	
College of Homœopathy.....	5,159.35	
College of dentistry.....	15,681.30	
College of pharmacy.....	3,843.35	
General expenses.....	75,289.14	
To debtor balance—homœopathic hospital.....	180.83	
To debtor balance—alumni book fund.....	40.95	
		<hr/>
		\$ 207,846.32
By balance on hand June 30, 1901.....		27,700.74
		<hr/>
Total .....		\$ 235,547.06

SPECIAL ACCOUNTS.

These accounts have always been kept with collections which have not been carried to income account at all, but with which the treasurer has been charged, and the sums collected were carried directly to the accounts to which they belong and were paid out on certified bills by university warrants, the same as all other expenditures. This is true up to and including the year 1899-1900. Beginning with the year June 30, 1900, the collections in all these accounts were all carried to income account, and are so reported for the year 1900-1901.

1899-1900.

UNIVERSITY HOSPITAL ACCOUNT.

	Expenses.	Receipts.
By credit balance June 30, 1899.....		\$ 534.27
By board appropriation September 1, 1899.....		1,500.00
By hospital earnings from June 30, 1899, to June 30, 1900.....		9,173.86
To bills for hospital supplies paid from June 30, 1899 to June 30, 1900.....	\$ 9,507.18	
By credit balance June 30, 1900.....	1,700.95	
	<hr/>	<hr/>
Total.....	\$ 11,208.13	\$ 11,208.13

HOMŒOPATHIC HOSPITAL ACCOUNT.

To debtor balance June 30, 1899.....	\$ 170.28	
By board appropriation June, 1899 .....		\$ 300.00
By board appropriation September, 1899.....		85.00
By hospital earnings from June 30, 1899, to June 30, 1900.....		320.00
To bills for hospital supplies from June 30, 1899, to June 30, 1900.....	715.55	
To debtor balance June 30, 1900.....		180.83
	<hr/>	<hr/>
Total .....	\$ 885.83	\$ 885.83

LAW LOAN BOOK ACCOUNT.

By credit balance June 30, 1899.....	\$ 12.98
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By collection for year 1899-1900.....		599.50
By transfer from Robinson's salary.....		100.00
Paid out for books, year 1899-1900.....	\$ 647.36	
By credit balance June 30, 1900.....	65.12	
Total.....	\$ 712.48	\$ 712.48

ALUMNI BOOK FUND.

Credit balance June 30, 1899.....		\$ 64.05
Paid out, year 1899-1900.....	\$ 105.00	
Debtor balance June 30, 1900.....		40.95
Total.....	\$ 105.00	\$ 105.00

DONATED LAND ACCOUNT.

Receipts.

From June 30, 1899 to June 30, 1901.....		
Received by sale of land.....	\$ 4,030.00	
Received as rent.....	195.90	
Received as rent.....	135.00	
Total receipts.....		\$ 4,360.90

Disbursements.

Paid warrants December 14, 1899.....	\$ 4,059.59	
Credit balance June 30, 1901.....		\$ 301.31

UNIVERSITY HOSPITAL EQUIPMENT.

Balance on hand July 30, 1899.....	\$ 25.73
Paid out on August 15, 1899.....	25.73

REPORT OF SPECIAL TAX APPROPRIATIONS.

FOR RESTORING BURNED LIBRARY BUILDING AND BOOKS AND REPAIRING APPARATUS.

Twenty-seventh General Assembly.

The laws of 1898, chapter 75, provided that state warrants to the amount of \$13,100 be issued to be expended in restoring the burned library building and in repairing and replacing apparatus and books injured and destroyed.

Warrants were issued by the auditor of state in September, 1898, for said sum of \$13,100, payable without interest November 1, 1902.

Said warrants were sold on competitive bids to a Vermont bank for the sum of \$11,198 on September 27, 1898.

Of this sum of \$11,198 there was remaining on June 30, 1899,

the sum of.....	\$ 895.99
Paid out for books and library equipment the full amount.....	895.99
Total balance .....	0

NOTE—These accounts for year 1900-1901 are all included in general report of income receipts and expenditures.

ADDITIONAL YEAR'S STATE TAX.

FOR THE PURCHASE OF BOOKS FOR THE UNIVERSITY LIBRARY.

Twenty-seventh General Assembly.

The laws of 1898, chapter 75, provided that state warrants be issued to the amount of \$41,900 for the purchase of books for the State University library. Warrants were issued under said law for the sum of \$20,000 on September 10, 1898, payable on July 10, 1902, without interest.

Said warrants were sold in October, 1898, on competitive bids to the Burlington Savings bank, of Burlington, Vt., for the sum of \$17,200. That was the best bid for said warrants. Under said law warrants were also issued in May, 1899, for the sum of \$16,000, payable December 30, 1902, without interest. Said warrants were sold in August, 1899 (on competitive bids), to E. M. Scott, of Cedar Rapids, Iowa, for the sum of \$14,250. That was the best bid for that lot of warrants. There is still \$5,900 in state warrants under said law to be issued and delivered to the State University of Iowa for the purchase of books as provided.

1899-1900.

Of this account there remained a balance on June 30, 1899, of.	\$	1,589.73
Received August 30, 1899, by sale of state warrant .....		14,250.00
		<hr/>
Total.....	\$	15,839.73
Paid University warrants from June 30, 1899, to June 30, 1900.		12,679.78
		<hr/>
Credit balance.....	\$	3,159.95

1900-1901.

By credit balance as above on June 30, 1900.....	\$	3,159.95
Transferred to income, alumni book fund.....	\$	92.50
Paid University warrants from June 30, 1900,		
to June 30, 1901.....		2,268.83
		<hr/>
		2,361.33
		<hr/>
Balance on hand June 30, 1901.....	\$	798.62

REPORT OF SPECIAL STATE APPROPRIATIONS.

FOR LAW LIBRARY.

Twenty-seventh General Assembly.

Amount appropriated by the legislature for the biennial period of 1898-9 and 1899-1900, was \$1,000. Received and paid out in year 1898-9 the sum of \$500. See former report. Amount available for school year 1899-1900, \$500.

Received state warrant September 1, 1899.....	\$	500.00
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Expended for law books from June 30, 1899, to June 30, 1900.....	500.00
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REPAIR AND CONTINGENT FUND.

*Twenty-seventh General Assembly.*

Amount appropriated by the legislature for the biennial period of 1898-9 and 1899-1900, was \$10,000. Amount expended for the purpose intended by the legislature to June 30, 1899, was \$4,776.60	
Balance on hand June 30, 1899.....	\$ 223.40
Received state warrant September 1, 1899.....	1,000.00
Received state warrant November 15, 1899.....	4,000.00
	<hr/>
Total .....	\$ 5,223.40
Expended for repairs from June 30, 1899, to June 30, 1900.....	5,223.40
	<hr/>
Balance.....	.....

REPAIRS AND CONTINGENTS.

*Twenty-eighth General Assembly.*

Amount appropriated by the legislature for the biennial period of 1900 and 1901 was	\$10,000.00
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*Receipts.*

State warrant November 20, 1900.....	\$ 5,000.00
State warrant February 22, 1901.....	1,000.00
	<hr/>
Total received from state to June, 30, 1901.	\$ 6,000.00
Expended for purposes intended by the legislature from June 30, 1900, to June 30, 1901.....	\$ 6,807.10
Expended as above.....	\$ 6,807.10
Receipts as above .....	6,000.00
	<hr/>
Debtor balance June 30, 1901.....	\$ 807.10

NOTE—The remaining \$4,000 has been drawn since June 30, 1901, and is nearly all expended for repairs, etc., and will appear in the next report to the legislature.

THE STATE TAX FOR UNIVERSITY BUILDINGS.

*Code, Section 2644.*

The following shows the amount and date of receipts and of disbursements of building tax by the university from June 30, 1899, to June 30, 1901.

*Receipts.*

Received state warrants September 1, 1899.....	\$ 20,000.00
Received state warrants November 15, 1899 .....	25,000.00
Received state warrants January 16, 1900 .....	10,000.00
Received state warrants May 16, 1900.....	25,000.00

Received state warrants September 3, 1900.....	25,000.00	
Received state warrants November 20, 1900 .....	18,000.00	
Received state warrants December 4, 1900.....	2,875.00	
Received state warrants February 1, 1901 .....	3,000.00	
Received state warrants May 21, 1901.....	28,500.00	
		<hr/>
Total .....		\$157,375.00
Credit balance on hand June 30, 1899 .....		14,817.29
		<hr/>
Total cash from June 30, 1899, to June 30, 1901		\$172,192.29

*Disbursements.*

Paid out on collegiate building from June 30, 1899, to June 30, 1900.....	\$ 77,460.26	
Paid out on collegiate building and power plant from June 30, 1900, to June 30, 1901... ..	131,829.97	
		<hr/>
Total paid out.....		\$209,290.23
Total tax received as above.....	\$172,192.29	
Debtor balance June 30, 1901.....	37,097.94	
		<hr/>
Total expended .....	\$209,290.23	

REPORT OF THE SECRETARY.

Showing receipts and disbursements of money from June 30, 1899, to June 30, 1901.

RECEIPTS.

*1899.*

September 1, state warrants—tax.....	\$ 20,000.00
November 15, state warrants—tax .....	25,000.00

*1900.*

January 16, state warrants—tax.....	10,000.00
May 16, state warrants—tax.....	25,000.00
September 3, state warrants—tax.....	25,000.00
November 20, state warrants—tax.....	18,000.00
December 24, state warrants—tax.....	2,875.00

*1901.*

February 22, state warrants—tax.....	3,000.00
May 21, state warrants—tax.....	28,500.00

Total.....	\$ 157,375.00
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*1899.*

September 1, state warrants for support.....	\$ 18,875.00
November 15, state warrants for support.....	18,875.00

*1900.*

March 1, state warrants for support.....	18,875.00
May 16, state warrants for support.....	16,375.00

June 1, state warrants for support.....	2,500.00	
September 3, state warrants for support.....	16,375.00	
September 3, state warrants for support .....	12,500.00	
November 20, state warrants for support.....	12,500.00	
December 24, state warrants for support.....	12,500.00	
December 24, state warrants for support.....	2,500.00	
December 24, state warrants for support.....	16,375.00	
1901.		
January 22, state warrants for support .....	6,000.00	
February 22, state warrants for support.....	16,375.00	
March 1, state warrants for support... ..	2,500.00	
March 1, state warrants for support.....	12,500.00	
May 21, state warrants for support.....	16,375.00	
June 1, state warrants for support.....	12,500.00	
June 1, state warrants for support.....	2,500.00	
Total .....		\$ 207,000.00
1899.		
September 1, state warrants, special, Twenty-seventh General Assembly.....	\$ 1,500.00	
November 15, state warrants, repairs, etc., Twenty-seventh General Assembly.....	4,000.00	
1900.		
November 20, state warrants, repairs, etc., Twenty-eighth General Assembly.....	5,000.00	
1901.		
February 22, state warrants, repairs, etc., Twenty-eighth General Assembly.....	1,000.00	
Total.....		\$ 11,500.00
August 30, 1899, sale state warrants—library tax..	\$ 14,250.00	14,250.00
August 15, 1899, sale donated land.....	4,030.00	4,030.00
Interest and rents, 1899-1900.....	14,305.72	
Interest and rents, 1900-1901.....	14,392.10	
Total.....		\$ 28,697.82
Tuition and fees:		
1899-1900.....	\$ 62,488.10	
University hospital.....	9,173.86	
Homœopathic hospital. ...	320.00	
Law loan account .....	599.50	\$ 72,561.46
Tuitions and fees 1900-1901, including hospitals, etc.....	82,652.21	
Total.....		\$ 155,233.67
Total income from all sources.....		\$ 578,086.49

## DISBURSEMENTS.

—  
*University warrants issued from June 30, 1900, to June 30, 1901.*  
*Warrants issued on all accounts.*

## ALL WARRANTS ISSUED.

## 1899.

June 28, warrants issued.....	\$ 9,640.61
August 15, warrants issued.....	11,681.65
September 27, warrants issued.....	32,787.41
October 24, warrants issued.....	28,488.50
November 23, warrants issued.....	33,173.53
December 14, warrants issued.....	27,793.69

## 1900.

January 24, warrants issued.....	\$ 18,117.40
March 1, warrants issued.....	19,477.34
March 28, warrants issued.....	12,747.86
April 17, warrants issued.....	17,725.47
May 19, warrants issued.....	42,545.97
June 26, warrants issued.....	8,361.86

Total of all warrants issued on all accounts  
for years 1899-1900..... \$ 262,541.29

*University warrants issued from June 30, 1900, to June 30, 1901.*  
*Warrants issued on income account.*

## 1900.

July 18, warrants issued.....	\$ 4,254.66
August 23, warrants issued.....	3,027.49
September 20, warrants issued.....	14,411.81
October 25, warrants issued.....	24,011.77
November 20, warrants issued.....	18,854.10
December 20, warrants issued.....	19,445.21

## 1901.

January 18, warrants issued.....	18,809.00
February 22, warrants issued.....	21,300.45
March 19, warrants issued } April 4, warrants issued }	18,929.48
April 18, warrants issued.....	14,154.12
May 21, warrants issued.....	16,840.06
June 8, warrants issued; June 27, warrants issued	33,600.68

Total warrants issued on income account from  
June 30, 1900, to June 30, 1901..... \$ 207,638.83



## BUILDING TAX FUND.

1900.

July 18, warrants issued.....	\$ 4,870.60
August 23, warrants issued.....	10,377.97
September 20, warrants issued.....	11,490.69
October 25, warrants issued.....	21,997.88
November 20, warrants issued.....	9,067.24
December 20, warrants issued.....	17,326.32

1901.

January 18, warrants issued.....	\$ 18,645.90
February 22, warrants issued.....	3,828.60
March 19, warrants issued } .....	7,599.40
April 4, warrants issued } .....	
April 18, warrants issued.....	2,265.60
May 21, warrants issued.....	9,816.20
June 8, warrants issued—	
June 27, warrants issued....	14,543.57

Total warrants issued on building tax fund from  
June 30, 1900, to June 30, 1901..... \$ 131,829.97

## LIBRARY TAX ACCOUNT.

1900.

July 18, warrants issued.....	\$ 744.37
August 23, warrants issued....	405.06
September 20, warrants issued.....	379.29
October 25, warrants issued.....	725.82

Total warrants issued on library tax account  
from June 30, 1900, to June 30, 1901..... \$ 2,254.54

## REPAIR AND CONTINGENT FUND.

1900.

July 18, warrants issued.....	\$ 970.42
August 23, warrants issued.....	2,001.98
September 20, warrants issued.....	1,034.17
October 25, warrants issued.....	799.10
November 20, warrants issued.....	569.54
December 20, warrants issued.....	217.40

1901.

February 22, warrants issued.....	184.76
March 19, warrants issued } .....	226.87
April 4, warrants issued } .....	
April 18, warrants issued.....	49.32
May 21, warrants issued.....	358.34
June 27, warrants issued.....	395.20

Total warrants issued in the repair and contin-  
gent fund from June 30, 1900, to June 30,  
1901..... \$ 6,807.10

## RECAPITULATION OF DISBURSEMENTS.

Total of warrants issued for year 1899-1900.....	\$ 262,541.29
Total income warrants for 1900-1901.....	\$ 207,638.83
Total building tax warrants for 1900-1901.....	131,829.97
Total library tax warrants for 1900-1901.....	2,254.54
Total repair and contingent warrants for 1900-01	6,807.10
<hr/>	
Total warrants issued for year 1900-1901 ...	\$ 348,530.44
<hr/>	
Total warrants issued for biennial period from June 30, 1899, to June 30, 1901.....	\$ 611,071.73

*Recapitulation—Comparing Disbursements with University Warrants drawn for the biennial period from June 30, 1899, to June 30, 1901.*

## DISBURSEMENTS.

Income account 1899-1900.....	\$ 152,706.45
Income account 1900-1901.....	207,846.32
Restoring burned library.....	895 99
Library tax 1899-1900.....	12,679.78
Library tax 1900-1901.....	2,268.83
Law library 1899, state appropriations Twenty-seventh General Assembly.....	500.00
Repairs and contingents, Twenty-seventh General Assembly.....	5,223.40
Repairs and contingents, Twenty-eighth General Assembly .....	6,807.10
Building tax, two years .....	209,290.23
University hospital 1899-1900.....	9,507.18
Homœopathic hospital, bills and debtor balance..	885.82
Law loan book account.....	647.36
Alumni book fund.....	105.00
Donated land account.....	4,059.59
Hospital equipment.....	25.73
<hr/>	
Total disbursements as set out in report....	\$ 613,448.79
Total university warrants drawn as set out..	611,071.73
<hr/>	
Difference.....	\$ 2,377.06

This difference is accounted for as follows:

In income account and in the following accounts appropriations considered twice in report.

University hospital account.....	\$ 1,500.00
Homœopathic hospital account.....	300.00
Homœopathic hospital account.....	85.00
Transfer Robinson's salary to law loan book account.....	100.00
<hr/>	
Total.....	\$ 1,985.00

The debtor balances not included in warrants paid in previous year but charged as shown.

Homœopathic hospital, June 30, 1899.....	\$	170.28
Alumni book fund, June 30, 1900.....		40.95
Homœopathic hospital, June 30, 1900.....		180.83
<hr/>		
Total.....	\$	392.06
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Total as above.....	\$	2,377.06

#### SUMMARY.

Total income from all sources.....		\$ 578,086.49
Balances on hand June 30, 1899:		
Income account .....	\$	5,887.71
University hospital account.....		534.27
Law loan book account.....		12.98
Alumni book fund.....		64.05
Hospital equipment.....		25.73
Restoring burned library.....		895.99
Library tax.....		1,589.73
Repairs and contingents.....		223.40
Building tax.....		14,817.29
<hr/>		
Total balances June 30, 1899.....		24,051.15
<hr/>		
Total working capital for biennial period.....		\$ 602,137.64
Debtor balance on all accounts on June 30, 1901:		
Repairs and contingents.....	\$	807.10
Building tax.....		37,097.94
<hr/>		
Total debtor balance on all accounts.....		\$ 37,905.04
<hr/>		
Total .....		\$ 640,042.68
University warrants drawn for the biennial pe-		
riod.....	\$	611,071.73
Commenced with debtor balances June 30, 1899..		170.28
<hr/>		
Total disbursements.....		\$ 611,242.01
<hr/>		
Total credit balances June 30, 1901.....		\$ 28,800.67
Credit balances June 30, 1901, at the close of		
the biennial period are as follows:		
Income balances .....	\$	27,700.74
Library books, state tax.....		798.62
Donated land account .....		301.31
<hr/>		
Total credit balances as above.....	\$	28,800.67

EMERGENCY OR FIRE FUND.

*Receipts.*

1901.

April 11, received on voucher.....	\$	1,023.71
May 21, received on voucher.....		2,976.31
August 23, received on voucher.....		237.90
		<hr/>
Total receipts.....	\$	4,237.92

*Disbursements.*

1901.

April 4, University warrants issued.....	\$	1,023.71
May 21, University warrants issued.....		2,976.31
June 27, University warrants issued.....		52.50
August 8, University warrants issued.....		185.40
		<hr/>
Total warrants issued.....	\$	4,237.92

The foregoing is a separate account and is not included in the University accounts otherwise than as an account by itself, and is not set out in the foregoing report otherwise than as above.

This emergency or fire fund was an appropriation made by the executive council of the state of Iowa on March 20, 1901, to help supply the loss sustained by the University in scientific apparatus and buildings in the fire of March 10, 1901, which destroyed the medical building and the south hall, with contents of both and all the apparatus therein.

The foregoing account and statement is correct as set out.

[WITNESS]

WM. J. HADDOCK,  
*Secretary.*

A. WHITNEY CARR, SCHOLARSHIP FUND.

The treasurer's report on this fund was not filed in this office until September 23, 1901, and is as follows:

IOWA CITY, IOWA, September 23, 1901.

W. J. HADDOCK, *Secretary*, IOWA CITY, IOWA.

*Dear Sir*—There has been paid into this office by Mr. A. Whitney Carr, on account of the A. Whitney Carr Free Scholarship Fund, the following amounts:

December 24, 1900.....	\$	3,093.75
January 4, 1901.....		10,000.00
January 24, 1901.....		12,303.94
February 7, 1901.....		5,118.75
February 12, 1901.....		14,484.50
August 3, 1901.....		4,999.06

Respectfully,

LOVELL SWISHER, *Treasurer.*

There was paid out of this fund June 27, 1901, the sum of \$750, as six months' interest, which is part of the \$1,500 reserved by Mr. Carr annually during his lifetime.

This showing and statement of the Carr Fund is not now made as a part of the biennial report for the reason that the report of the receipt of said fund was only made to this office on September 23, 1901, and is not included in the period covered by the present biennial report.

STATE OF IOWA, }  
JOHNSON COUNTY. }

I, Wm. J. Haddock, Secretary of the Board of Regents of the State University of Iowa, being duly sworn, on oath say that the foregoing report and all the showings and statements of receipts and disbursements during the period set out is correct and true as I verily believe.

WM. J. HADDOCK.

Subscribed by Wm. J. Haddock and sworn to by him before me on this \_\_\_\_\_day of October, 1901.

Witness my hand and seal notarial.

LOVELL SWISHER,  
*Notary Public in and for Johnson County.*

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# REPORT OF THE TREASURER.

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REPORT OF THE TREASURER.

IOWA CITY, IOWA,  
TREASURER'S OFFICE, }  
October 15, 1901.

*To the Honorable Board of Regents of the State University of Iowa:*

GENTLEMEN—I herewith submit a statement of income and disbursements for the biennial period commencing June 30, 1899, and ending June 30, 1901.

I also submit herewith a statement of assets of the State University of Iowa on June 30, 1899.

RECEIPTS AND DISBURSEMENTS FROM JUNE 30, 1899, TO JUNE 30, 1901.

RECEIPTS.

From June 30, 1899, to June 30, 1900.		
Balance June 30, 1899.....		\$ 19,367.40
Received appropriations.....	\$175,250.00	
Received tuitions, hospital fees, dental clinics and miscellaneous collections.....	72,581.46	
Received interest .....	14,019.82	
Received rents.....	90.00	
Received sale of donated lands....	4,025.90	
Received rents of donated lands...	200.00—	\$266,467.18
From June 30, 1900, to June 30, 1901.		
Received appropriations.....	218,875.02	
Received tuitions less refunded....	61,046.54	
Received hospitals, collections.....	13,825.85	
Received dental clinics.....	4,673.41	
Received graduation fees, labora- tory fees, law loan books, and miscellaneous collections.....	3,024.91	
Received interest.....	14,180.08	
Received rents.....	90.00	
Received rents donated lands.....	135.00	
Received interest the A. Whitney Carr free scholarship fund.....	8.33—	\$315,859.14



## DISBURSEMENTS.

Warrants paid.		
For year ending June 30, 1900.....		\$ 251,870.71
For year ending June 30, 1901.....		304,340.49
Balance June 30, 1901.....		45,182.52
Total .....	\$ 601,393.72	\$ 601,393.72

## STUDENTS' REVOLVING LOAN FUND.

*Receipts.*

From June 30, 1899, to June 30, 1900, received from		
Geo. E. MacLean, president.....	\$	30.00
From June 30, 1900, to June 30, 1901, received from		
Geo. E. MacLean, president.....		198.32
Received from loans paid .....		184.00

*Disbursements.*

Paid checks issued by Geo. E. MacLean, president ..	\$	230.50
Balance June 30, 1901.....		181.82
Total.....	\$ 412.32	\$ 412.32

## ASSETS JUNE 30, 1901.

*Permanent Fund.*

Cash on hand.....	\$	7,460.36
Mortgage notes .....		227,660.00
Total working capital June 30, 1901.....	\$	235,120.36
Total working capital June 30, 1899.....		235,120.36

*The A. Whitney Carr Free Scholarship Fund.*

Cash on hands.....	\$	650.94
Mortgage notes.....		44,350.00
Total working capital.....	\$	45,000.94

The books of this office show the number of acres of land unsold June 30, 1901, to be 2,858.40.

Respectfully submitted,

LOVELL SWISHER,  
*Treasurer.*

## DONORS TO THE STUDENT REVOLVING LOAN FUND.

1899.		
October,	Ames Agricultural College.....	\$15.00
1900.		
April,	Marengo Masonic Lodge.....	10.00
May,	Polk County Institute.....	10.00

June,	Burlington High School .....	10.00
July,	Glenwood High School.....	15.00
July,	St. Katherine's Hall, Davenport.....	35.00
July,	North Des Moines High School.....	10.00
October,	Board of Education, Sioux county.....	8.32

1901.

January,	Dubuque Ladies' Literary Association.....	15.00
February,	Linn County Farmers' Institute.....	5.00
March,	Morningside College. ....	10.00
April,	Citizens Lecture Bureau, Paton .....	10.00
June,	Iowa Falls High School.....	75.00
July,	Davenport High School .....	25.00

The last item (\$25.00) in the above is not included in the treasurer's report for the biennium.

## SALARIES OF PROFESSORS, ASSISTANTS, INSTRUCTORS, ETC.

### COLLEGE OF LIBERAL ARTS.

#### BOTANY.

Thomas H. MacBride, professor .....	\$ 2,200.00
Bohumil Shimek, assistant professor.....	1,200.00
James E. Gow, assistant.....	50.00
C. I. Lambert, assistant.....	50.00

#### CHEMISTRY.

Launcelot W. Andrews, professor .....	\$ 2,200.00
Carl von Ende, instructor .....	900.00
Frank N. Brink, assistant instructor .....	400.00

#### CIVIL ENGINEERING.

Alfred V. Sims, professor.....	\$ 2,000.00
Charles S. Magowan, assistant professor.....	1,500.00
Gaylord Weeks, assistant instructor.....	600.00

#### ENGLISH.

Clark F. Ansley, professor.....	\$ 2,000.00
Alice Young, assistant professor and dean.....	1,500.00
Henry Evarts Gordon, professor of public speaking.....	2,000.00
S. N. Hagen, instructor.....	700.00
Samuel B. Sloan, assistant instructor .....	500.00
C. B. Cooper, assistant instructor .....	500.00
Percival Hunt, scholar.....	100.00
Eleanor Hatch, scholar.....	50.00
Assistants paid by the hour.....	128.85

#### FRENCH.

Frederic C. L. Van Steenderen, professor .....	\$ 1,600.00
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John Davis Batchelder, instructor.....	1,000.00
Bertha A. Williams, assistant.....	200.00

## GEOLOGY.

Samuel Calvin, professor.....	\$ 2,200.00
Russell D. George, instructor.....	800.00
John Carville, assistant.....	450.00

## GERMAN.

Chas. B. Wilson, professor.....	\$ 2,000.00
Fred B. Sturm, instructor.....	1,000.00
Clarence W. Eastman, instructor.....	900.00

## GREEK.

Arthur Fairbanks, professor.....	\$ 2,000.00
Leona A. Call, professor.....	1,500.00

## HISTORY.

William C. Wilcox, professor.....	\$ 2,000.00
Harry G. Plum, instructor.....	1,000.00
David Jones, scholar.....	200.00

## LATIN.

Amos N. Currier, professor and dean.....	\$ 2,200.00
Frank H. Potter, assistant professor.....	1,200.00
Louise E. Hughes, instructor.....	1,000.00
Katharine Paine, fellow.....	250.00

## MATHEMATICS.

Laenas G. Weld, professor and dean.....	\$ 2,100.00
Arthur G. Smith, assistant professor.....	1,200.00
John V. Westfall, instructor.....	900.00
August von Ende, assistant instructor.....	500.00
W. E. Beck, scholar.....	200.00
S. T. Tamura, scholar.....	200.00
W. M. Boehm, assistant.....	50.00

## MILITARY.

Gordon F. Harkness, commandant.....	\$ 300.00
O. A. Kuck, band master.....	100.00

## MORPHOLOGY.

John J. Lambert, in charge.....	\$ 900.00
Frank A. Stromsten, scholar.....	200.00
Charles I. Lambert, janitor.....	100.00

## PEDAGOGY.

Joseph J. McConnell, professor and dean, and inspector of high schools.....	\$ 2,000.00
Frederick E. Bolton, assistant professor.....	1,700.00
Herbert C. Dorcas, inspector and university examiner.....	1,025.00

PHILOSOPHY.

G. T. W. Patrick, professor .....	2,000.00
Carl E. Seashore, assistant instructor .....	1,200.00
H. Heath Bawden, fellow.....	400.00
Mabel C. Williams, fellow.....	100.00

PHYSICAL TRAINING.

Alden A. Knipe .....	\$ 1,800.00
Mabel R. Morgan, assistant .....	265.00

PHYSICS.

Andrew A. Veblen, professor.....	\$ 2,000.00
Charles F. Lorenz, instructor.....	800.00
Lee P. Sieg, scholar.....	250.00

POLITICAL SCIENCE.

Benjamin F. Shambaugh, professor.....	\$ 1,800.00
Simeon E. Thomas, fellow .....	200.00

SCANDINAVIAN.

George T. Flom, instructor in charge.....	\$ 1,000.00
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SOCIOLOGY AND POLITICAL PHILOSOPHY.

Isaac A. Loos, professor.....	\$ 2,000.00
Wm. R. Patterson, instructor.....	1,000.00
J. E. Connor, fellow.....	300.00

ZOOLOGY.

Charles C. Nutting, professor.....	\$ 2,000.00
Henry F. Wickham, assistant professor.....	1,200.00
Rudolph Anderson, taxidermist.....	300.00

COLLEGE OF LAW.

Emlin McClain*, professor and chancellor.....	\$ 3,250.00
Samuel Hayes, professor.....	2,300.00
H. S. Richards, professor.....	1,800.00
Elmer A. Wilcox, professor.....	1,600.00
Robert Percy Roedell, stenographer.....	320.00
H. Claude Horack, librarian .....	400.00
Assistant librarians.....	50.00
Martin J. Wade, lecturer.....	500.00
Horace E. Deemer, lecturer.....	500.00

COLLEGE OF MEDICINE.

ANATOMY.

John W. Harriman, professor.....	\$ 1,500.00
John T. McClintock, demonstrator, assistant pathology.....	1,000.00

\*Resigned January 1, 1901, drawing only a portion of his salary.

D. F. Fitzpatrick and B. V. Scarborough, demonstrators in anatomy .....	60.00
F. R. Sparks and J. W. Viers, assistant prosectors .....	40.00

## CHEMISTRY.

Elbert W. Rockwood, professor.....	\$ 2,000.00
W. E. Barlow, instructor.....	900.00
Henry Max Goettsch, instructor.....	700.00
O. P. Johnston, fellow .....	200.00

## GYNECOLOGY.

James R. Guthrie, professor.....	\$ 950.00
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## HISTOLOGY.

Wm. R. Whiteis, professor.....	\$ 1,400.00
C. L. Smith, fellow.....	100.00
Lyell Reppert, assistant .....	200.00

## MATERIA MEDICA.

Charles S. Chase, professor.....	\$ 950.00
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## OPHTHALMOLOGY.

James W. Dalbey, professor.....	\$ 350.00
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## OTOLOGY.

Charles M. Robertson, professor.....	\$ 300.00
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## PATHOLOGY.

Walter L. Bierring, professor.....	\$ 1,400.00
T. W. Kemmerer, assistant demonstrator.....	100.00

## PHYSIOLOGY.

Lee Wallace Dean, professor.....	\$ 350.00
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## SURGERY.

W. D. Middleton, dean.....	\$ 950.00
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## THEORY AND PRACTICE.

L. W. Littig, professor, assistant surgery.....	\$ 1,050.00
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## LECTURERS.

Eli Grimes, electro therapeutics.....	\$ 150.00
Gershom Hyde Hill, insanity.....	50.00
George E. Decker, diseases of children .....	100.00
J. Fred Clarke, hygiene.....	300.00

## MEDICAL LATIN.

Clara B. Whitmore, tutor.....	\$ 100.00
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## COLLEGE OF HOMOEOPATHY.

## MATERIA MEDICA.

George Royal, dean.....	\$ 950.00
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## OBSTETRICS.

Charles H. Cogswell, professor..... \$ 535.00

## OPHTHALMOLOGY.

Frank J. Newberry, professor..... \$ 600.00

## SURGERY.

James G. Gilchrist, professor \$950, secretary \$250..... \$ 1,250.00

Raymond E. Peck, assistant..... 70.00

## THEORY AND PRACTICE.

Frederick Becker, professor..... \$ 950.00

Benj. R. Johnston, assistant..... 200.00

## LECTURER.

William L. Bywater, diseases of women ..... \$ 200.00

## CLINICAL ASSISTANT.

Leora Johnson ..... \$ 50.00

## COLLEGE OF DENTISTRY.

## OPERATIVE DENTISTRY.

Frank T. Breene, professor..... \$ 1,000.00

E. A. Rogers, lecturer..... 1,350.00

Charles B. Lewis, demonstrator..... 900.00

A. W. Starbuck, assistant..... 300.00

## ORAL SURGERY.

William H. DeFord, professor..... 1,000.00

## PROSTHETIC DENTISTRY.

William S. Hosford, dean..... 1,900.00

William J. Brady, lecturer..... 1,350.00

Frank B. James, demonstrator..... 900.00

O. E. McCartney, assistant. .... 400.00

## COLLEGE OF PHARMACY.

Emil L. Boerner, dean..... 1,600.00

Thomas H. Macbride, professor..... 200.00

Zada M. Cooper, assistant..... 300.00

Wilber John Teeters, instructor..... 800.00

Charles S. Chase, professor..... 100.00

Bohumil Shimek, professor..... 100.00

## LIBRARIANS.

Bertha G. Ridgeway..... \$ 900.00

Bessie G. Parker..... 550.00

Mary K. Heard (cataloguer).... 550.00

Jennie I. Fenton (10 months)..... 240.00

Edwin M. Turner, assistant medical librarian.....	50.00
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## ADMINISTRATION.

George E. McLean, president.....	6,000.00
William J. Haddock, secretary.....	2,000.00
Lovell Swisher, treasurer.....	1,400.00
Emma Haddock, assistant secretary. ....	800.00
Alice B. Chase, secretary to president.....	700.00
Bertha Quaintance, registrar.....	700.00
Luther A. Brewer, publisher.....	500.00

## STENOGRAPHIC AND MESSENGER SERVICE.

Students by the hour, 15 to 25 cents an hour.....	213.14
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## JANITORS, ETC.

William Barry, general janitor and custodian, per month.....	55.00
Henry Flannery, medical janitor, per month.....	40.00
C. J. Klahn, Clinton street building, 10 months, per month....	20.00
Louis Beery, janitor Homœopathic building and hospital, per month .....	30.00
E. A. Spraker, dental custodian, 10 months, per month.....	60.00
Ellen Hennessey, sweeper at dental building, 10 months, per month.....	25.00
John C. Miller, chemical laboratory, 12 months. per month .....	30.00
Kate Katzenmeyer, cleaner at pharmacy laboratory, 10 months, per month .....	20.00
Mary Churchill, sweeper, 10 months, per month.....	17.00
Lydia A. Rogers, sweeper, 10 months per month.....	17.00
Bessie Cunningham, sweeper, 10 months, per month.....	17.00
Honorah O'Connell, cleaner pathology rooms, 10 months, per month .....	12.50
Lizzie Budrow, cleaner medical and Clinton St. building, 10 months, per month.....	18.00
Kate Barlock, cleaning offices and at medical chemical laboratory 10 months, per month.....	18.00
Ed. J. Glasgow, fireman on campus, \$1.50 per day, part time \$1.75 per day, 7 months, per month.....	40.00
P. W. Burke, assistant fireman and on campus, 7 months, per month.....	30.00
William Matthes, night fireman and on campus, \$1.50 per night, 7 months, per month.....	39.00
Wm. Baughman, fireman at hospital, 8 months, per month.....	30.00
James Klema, fireman at chemical building and grass, year, per month.....	35.00
Fred Bindler, night fireman at hospital, 8 months, per month..	30.00
James Barry, night watchman, 12 months, per month.....	39.00

James Lux, night fireman at homœopathic hospital 8 months, per month..... 30.00

NOTE—The scrubbing women, when extra scrubbing is required, are paid \$1 for ten hours' work. The general fireman for main plant receives \$1.75 per day for twelve hours, and a less sum for fewer hours. Laborers, when required, are paid the usual wages for similar work.

NOTE—The firemen are only employed and paid while the fires are required. Night firemen are not put on nor paid unless when actually required.

### UNIVERSITY HOSPITAL PAY-ROLL.

FOR MARCH, 1901.

Florence E. Brown, superintendent, per month .....	\$ 65.00
Susan G. Parish, principal Nurses' Training School, per month....	41.66
Ethel Hill, senior nurse, per month.....	10.00
Margaret Sailor, senior nurse, per month .....	10.00
Emma Thomas, senior nurse, per month.....	10.00
Laura Birchenbriter, senior nurse, per month .....	10.00
Agnes Allen, second year nurse, per month.....	8.00
Stella Chase, second year nurse, per month.....	8.00
Letta Moore, second year nurse, per month .....	8.00
Edith White, second year nurse, per month.....	8.00
Wilhelmina Blim, first year nurse, per month.....	5.00
Rena White, first year nurse, per month.....	5.00
Maud Hayford, first year nurse, per month.....	5.00
Ora Matthews, first year nurse, per month.....	5.00
Jessie Corlett, first year nurse, per month .....	5.00
Nellie Black, cook, per month.....	30.00
Sadie Wroe, cleaner, per month.....	24.00
Libbie Mara, laundry, per month .....	24.00
Jenung Senung, laundry, per month .....	24.00
Rose Bittner, maid, per month. ....	12.00
Lizzie Broadway, maid, per month.....	12.00
Millie Wildman, maid, per month .....	10.00
Tom Hennessey, janitor, per month.....	18.00
Albert Hennessey, door boy, per month.....	6.00

NOTE—The number of hands or persons employed about this hospital varies greatly. If there is a large number of patients in the hospital the attendants, nurses, maids, cooks, and assistants will be more numerous and all expenses greater in consequence. Again, the whole force employed at a hospital is liable to change a good deal from time to time. In a year many new names will be on the pay-roll and the old ones gone. During the whole of this biennial period this hospital has been self-supporting, but this does not include steam heating, clinic fund. nor repairs.

### HOMŒOPATHIC HOSPITAL PAY-ROLL.

Mary A. Raff, superintendent, per month.....	\$ 50.00
Virginia Conners, third year nurse, per month.....	10.00
Alice Williams, third year nurse, per month ..	10.00
Maude Richards, second year nurse, per month.....	8.00
Marie Methers, second year nurse, per month.....	8.00
Meda Dean, second year nurse, per month.....	8.00



Charlotte Rhodes, first year nurse, per month.....	5.00
Alice Beattle, first year nurse, per month.....	5.00
Mrs. E. F. Thompson, laundry, per month.....	15.00
Ellen O'Connell, cook .....	20.00

NOTE—The remarks made in relation to the change of assistants and running expenses in the University hospital may be made here in relation to the Homœopathic hospital.

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# REPORT OF REGISTRAR

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## REPORT OF THE REGISTRAR.

October 15, 1901.

*To the President and the Board of Regents:*

I have the honor to submit to you the following report for the past biennium, the first year of which had gone by before this office was established:

### SUMMARY OF REGISTRATION OF STUDENTS—1899-1900.

#### Collegiate Department—

Graduate students.....	86
Seniors.....	118
Juniors.....	121
Sophomores.....	124
Freshmen.....	211
Special.....	73—733

#### Law Department—

Seniors.....	102
Juniors.....	156—258

#### Medical Department—

Seniors.....	19
Juniors.....	39
Sophomores.....	74
Freshmen.....	101
Special.....	8—241

#### Homœopathic Medical Department—

Seniors.....	10
Juniors.....	18
Sophomores.....	16
Freshmen.....	26
Nurses.....	10— 80

#### Dental Department—

Seniors.....	29
Juniors.....	40
Freshmen.....	68—137

#### Pharmacy Department—

Seniors.....	18
Juniors.....	35— 53

	1502
Deduct for names counted twice.....	64
	1438

1900-1901.

## THE COLLEGE OF LIBERAL ARTS.

COURSE.	Men.	Women.	Total.
<b>Seniors—</b>			
Classical.....	17	7	24
Philosophical A.....	5	11	16
Philosophical B.....	29	7	36
Scientific.....	17	4	21
Scientific and Medical.....	1	.....	1
Civil Engineering.....	7	.....	7
Total.....	76	29	105
<b>Juniors—</b>			
Classical.....	19	11	30
Philosophical A.....	2	16	18
Philosophical B.....	27	24	51
Scientific.....	12	2	14
Scientific and Medical.....	4	.....	4
Civil Engineering.....	6	.....	6
Electrical Engineering.....	2	.....	2
Total.....	72	53	125
<b>Sophomores—</b>			
Classical.....	9	13	22
Philosophical A.....	8	12	20
Philosophical B.....	19	13	32
Scientific.....	13	5	18
Scientific and Medical.....	4	.....	4
Civil Engineering.....	19	.....	19
Electrical Engineering.....	3	.....	3
Total.....	75	43	118
<b>Freshmen—</b>			
Classical.....	10	6	16
Philosophical A.....	10	16	26
Philosophical B.....	36	27	63
Scientific.....	30	7	37
Scientific and Medical.....	11	1	12
Civil Engineering.....	12	.....	12
Electrical Engineering.....	2	.....	2
Total.....	111	57	168
Total in four college classes.....	334	182	516
Special students.....	22	34	56
Registered visitors.....	.....	7	7
Professional students taking partial work.....	78	2	80
Physical training.....	.....	43	43
Summer session 1900.....	41	59	100
Total in College of Liberal Arts.....	475	327	802

THE GRADUATE COLLEGE.

COURSE.	Men.	Women.	Total.
Candidates for the degree of Doctor of Philosophy.....	13	2	15
Candidates for the degree of Master of Arts.....	47	26	73
Candidates for the degree of Master of Science.....	25	3	28
Candidates for the degree of B. S. in E. E.....	1	.....	1
Graduate students not candidates for degrees.....	9	22	31
Total.....	95	53	148

THE COLLEGE OF LAW.

Seniors.....	140	1	141
Second year.....	10	.....	10
First year.....	113	1	114
Special.....	3	.....	3
Total.....	266	2	268

THE COLLEGE OF MEDICINE.

STANDING.	Men.	Women.	Total.
Seniors.....	33	3	36
Juniors.....	45	1	46
Sophomores.....	85	3	88
Freshmen.....	93	2	95
Special.....	3	4	7
Total.....	259	13	272

THE COLLEGE OF HOMŒOPATHIC MEDICINE.

Seniors.....	16	.....	16
Juniors.....	7	.....	7
Sophomores.....	19	1	20
Freshmen.....	15	.....	15
Total.....	57	1	58

THE COLLEGE OF DENTISTRY.

Seniors.....	35	1	36
Juniors.....	48	5	53
Freshmen.....	59	.....	59
Total.....	142	6	148

THE COLLEGE OF PHARMACY.

STANDING.	Men.	Women.	Total.
Seniors .....	16	2	18
Juniors .....	39	.....	39
Special .....	1	.....	1
Total .....	56	2	58
Grand total, including duplicates.....	1350	404	1754
Duplicates in summer session .....	20	22	42
Duplicates in physical training .....	.....	33	33
Duplicates in different colleges .....	132	5	137
Total .....	152	60	212
Grand total.....	1198	344	1542

DEGREES CONFERRED.

DEGREES.	Men.	Women.	Total.
1899-1900—			
Master of Arts .....	4	.....	4
Master of Science... ..	4	.....	4
Bachelor of Arts .....	13	2	15
Bachelor of Philosophy .....	34	22	56
Bachelor of Science.....	15	4	19
Bachelor of Science in Civil Engineering.....	5	.....	5
Bachelor of Didactics .....	1	.....	1
Bachelor of Laws.....	80	5	85
Doctor of Dental Surgery.....	31	1	32
Doctor of Medicine .....	24	4	28
Graduate in Pharmacy.....	15	1	16
Total.....	226	39	265
1900-1901—			
Master of Arts.....	4	2	6
Master of Science.....	6	.....	6
Electrical Engineer .....	1	.....	1
Bachelor of Didactics .....	1	.....	1
Bachelor of Arts.....	17	7	24
Bachelor of Philosophy .....	31	17	48
Bachelor of Science.....	19	4	23
Bachelor of Science in Civil Engineering.....	6	.....	6
Bachelor of Laws.....	134	1	135
Doctor of Medicine .....	48	3	51
Doctor of Dental Surgery.....	34	1	35
Graduate in Pharmacy.....	14	2	16
Total.....	315	37	352

## RESIDENCE.

California .....	1
Canada .....	2
Colorado .....	2
Connecticut .....	1
Delaware .....	1
Illinois .....	53
Indiana .....	1
Iowa .....	1,879
Japan .....	1
Kansas .....	3
Maine .....	1
Massachusetts . . . . .	2
Minnesota .....	15
Mississippi .....	1
Missouri .....	5
Montana .....	1
Nebraska .....	24
New Jersey .....	1
New York .....	3
North Carolina .....	1
North Dakota .....	3
Ohio .....	7
Oregon .....	1
Pennsylvania .....	4
Rhode Island . . . . .	1
South Dakota .....	14
Virginia .....	1
Washington .....	3
Washington, D. C. . . . .	1
West Virginia .....	2
Wisconsin .....	5
Wyoming .....	1
Statistics not given .....	81
<hr/>	
Total .....	2122



COUNTIES IN IOWA.

Adair.....	20	Franklin .....	4	Montgomery.....	13
Adams.....	4	Fremont.....	7	Muscatine .....	38
Allamakee.....	16	Greene.....	17	O'Brien .....	7
Appanoose .....	6	Grundy.....	21	Osceola.....	2
Audubon.....	4	Guthrie.....	14	Page .....	5
Benton.....	22	Hamilton.....	11	Palo Alto.....	12
Black Hawk.....	42	Hancock .....	6	Plymouth .....	10
Boone.....	10	Hardin.....	20	Pocahontas.....	10
Bremer.....	9	Harrison .....	14	Polk.....	32
Buchanan.....	24	Henry.....	22	Pottawattamie .....	33
Buena Vista.....	4	Howard.....	1	Poweshiek .....	14
Butler.....	26	Humboldt.....	7	Ringgold .....	3
Calhoun.....	6	Ida.....	17	Sac.....	10
Carroll.....	9	Iowa.....	26	Scott.....	55
Cass.....	17	Jackson.....	19	Shelby .....	29
Cedar.....	25	Jasper.....	18	Sioux.....	10
Cerro Gordo.....	16	Jefferson .....	8	Story.....	18
Cherokee.....	8	Johnson.....	385	Tama.....	45
Chickasaw.....	10	Jones.....	23	Taylor.....	6
Clarke.....	3	Keokuk.....	17	Union.....	2
Clay.....	12	Kossuth.....	9	Van Buren.....	11
Clayton.....	20	Lee.....	8	Wapello.....	20
Clinton.....	19	Linn.....	48	Warren.....	8
Crawford.....	22	Lucas.....	6	Washington.....	28
Dallas.....	31	Louisa.....	19	Wayne.....	7
Davis.....	9	Lyon.....	5	Webster.....	23
Decatur.....	15	Madison.....	18	Winnebago.....	6
Delaware.....	3	Mahaska.....	20	Winneshiek.....	8
Des Moines.....	39	Marion.....	8	Woodbury.....	26
Dickinson.....	2	Marshall.....	20	Worth.....	7
Dubuque.....	9	Mills.....	8	Wright.....	11
Emmet.....	10	Mitchell.....	16		
Fayette.....	19	Monona.....	8		
Floyd.....	14	Monroe.....	8		

PLACE OF BIRTH.

Arkansas.....	1	Michigan.....	12
Bohemia.....	1	Minnesota.....	19
California.....	2	Missouri.....	28
Canada.....	8	Nebraska.....	21
Colorado.....	3	New Hampshire.....	1
Connecticut.....	4	New Jersey.....	1
Denmark.....	1	New York.....	30
District of Columbia.....	2	North Carolina.....	1
England.....	8	Norway.....	1
Georgia.....	2	Ohio.....	29
Germany.....	13	Pennsylvania.....	22
Illinois.....	142	Rhode Island.....	1
Indiana.....	15	Scotland.....	2
Iowa.....	1,564	South Dakota.....	4
Ireland.....	3	Sweden.....	4
Japan.....	2	Switzerland.....	1
Kansas.....	12	Virginia.....	?
Louisiana.....	1	Wales.....	2
Maine.....	2	West Virginia.....	4
Maryland.....	4	Wisconsin.....	37
Massachusetts.....	4	Statistics not given.....	106

## AGES.

Thirteen.....	1	Thirty-four.....	17
Fourteen.....	2	Thirty-five.....	12
Fifteen.....	3	Thirty-six.....	11
Sixteen.....	2	Thirty-seven.....	6
Seventeen.....	15	Thirty-eight.....	4
Eighteen.....	46	Thirty-nine.....	7
Nineteen.....	70	Forty.....	6
Twenty.....	157	Forty-one.....	5
Twenty-one.....	190	Forty-two.....	6
Twenty-two.....	235	Forty-three.....	6
Twenty-three.....	254	Forty-four.....	1
Twenty-four.....	204	Forty-five.....	3
Twenty-five.....	178	Forty-six.....	4
Twenty-six.....	142	Forty-seven.....	1
Twenty-seven.....	101	Fifty.....	1
Twenty-eight.....	70	Fifty-three.....	2
Twenty-nine.....	66	Fifty-five.....	1
Thirty.....	50	Fifty-six.....	1
Thirty-one.....	32	Fifty-eight.....	1
Thirty-two.....	29	Sixty.....	1
Thirty-three.....	19	Statistics not given.....	160
Average age, twenty-four.			

## OCCUPATIONS OF PARENTS.

Accountant.....	1	Grocers.....	8	Photographers.....	2
Agents.....	4	Hardware dealers....	6	Physicians.....	82
Architects.....	5	Harness makers.....	6	Planter.....	1
Bakers.....	4	Hotel proprietors....	5	Plumber.....	1
Bankers.....	36	Implement		Postmasters.....	3
Barbers.....	3	dealers.....	2	Poultryman.....	1
Blacksmiths.....	7	Insurance men.....	20	Printers.....	2
Boarding house		Janitors.....	2	Professors.....	11
proprietor.....	1	Jewelers.....	2	Railroad employes....	27
Bookkeepers.....	9	Journalists.....	7	Ranchmen.....	2
Brokers.....	4	Laborers.....	11	Real estate.....	33
Butcher.....	1	Land commissioner	1	Restaurant keeper....	1
Capitalists.....	10	Landlord.....	1	Saddler.....	1
Carpenters.....	24	Lawyers.....	84	Secretary.....	1
Cashiers.....	7	Librarian.....	1	Shoemakers.....	2
City, county and		Liverymen.....	3	Steamboat agent.....	1
state officers.....	18	Lumber dealers.....	6	Stock dealers.....	27
Clerks and salesmen	7	Manager of transfer		Surveyors.....	3
Clothiers.....	3	lines.....	1	Superintendent of	
Coal dealer.....	1	Manufacturers.....	19	schools.....	6
Contractors.....	17	Marble dealer.....	1	Tailors.....	9
Cooper.....	1	Masons.....	5	Teachers.....	15
Dairymen.....	3	Mechanics.....	16	Teamsters.....	2
Dentists.....	4	Merchants.....	128	Telephone exchange	
Draughtsman.....	1	Millers.....	3	proprietor.....	1
Druggists.....	28	Miners.....	4	Telegraph operator..	1
Editors.....	12	Ministers.....	40	Thespian.....	1
Electrician.....	1	Musicians.....	3	Tinsmiths.....	2
Engineers.....	7	National bank		Timekeeper.....	1
Expressmen.....	2	examiner.....	1	Traveling salesmen..	25
Farmers.....	559	Naval officer.....	1	Turner.....	1
Gardeners.....	2	Nobleman.....	1	Undertaker.....	1
Government		Notary public.....	1	U. S. Consul.....	1
employes.....	4	Nurserymen.....	2	U. S. Engineer.....	1
Grain dealers.....	14	Painters.....	4	U. S. Army officer..	1

OCCUPATION OF PARENTS.

United States service, employes.....	1
United States senators.....	1
Veterinary surgeons.....	12
Weighmasters.....	1
Statistics not given.....	642

PREPARATIONS.

Colleges and Universities in Iowa—	Grade and District Schools—
Graduates.....224	In Iowa..... 10
Not graduates.....140	In other states..... 3
Colleges and Universities in other States—	Normals in Iowa—
Graduates..... 66	Graduates..... 99
Not graduates..... 55	Not graduates..... 37
Accredited Schools and Academies—	Normals in other States —
Graduates.....776	Graduates..... 22
Not graduates.....109	Not graduates..... 9
Other Schools and Academies in Iowa—	Business colleges..... 20
Graduates.....260	Institutes..... 14
Not graduates..... 50	Military schools..... 12
Other Schools and Academies in other States—	Private instruction..... 5
Graduates..... 50	Professional schools..... 8
Not graduates..... 28	Seminaries..... 25
	Foreign schools..... 7
	Statistics not given.....103

RELIGIOUS STATISTICS.

COLLEGE.	Church Members.	Church Preference.	No Church Preference.	Statistics Not Given.	Total.	
MEN —						
Liberal Arts.....	279	146	45	47	517	
Graduate.....	54	14	7	9	84	
Law.....	171	114	42	41	368	
Medicine.....	152	129	29	14	324	
Homœopathic Medicine.....	38	27	6	5	76	
Dentistry.....	80	95	10	5	190	
Pharmacy.....	26	48	10	6	90	
	800	573	149	127	1,649	1,649
WOMEN—						
Liberal Arts.....	271	60	10	45	386	
Graduate.....	40	5	1	5	51	
Law.....	4	0	0	0	4	
Medicine.....	11	8	1	0	20	
Homœopathic Medicine.....	1	1	0	0	2	
Dentistry.....	3	2	0	1	6	
Pharmacy.....	0	4	0	0	4	473
	330	80	12	51	473	2,122

RELIGIOUS DENOMINATIONS.

DENOMINATION.	Church Members	Church Preference.	Total.
Amana Society.. . . . .	1	0	1
Baptist . . . . .	80	33	113
Baptist (Free) . . . . .	3	0	3
Brethren.. . . . .	3	0	3
Brethren (Plymouth).....	1	0	1
Brethren (United).....	14	3	17
Catholic . . . . .	130	22	152
Christian . . . . .	51	38	89
Christian Science. . . . .	3	4	7
Church of God.....	1	2	3
Congregational . . . . .	147	97	244
Dunkard.....	1	0	1
Episcopal.....	82	37	119
Evangelical (German).....	4	0	4
Evangelical (United).....	2	1	3
Friends . . . . .	8	0	8
Latter Day Saints.....	5	0	5
Lutheran.....	52	12	64
Lutheran (Danish).....	1	0	1
Lutheran (English).....	4	4	8
Lutheran (Reformed).....	2	0	2
Mennonite . . . . .	2	0	2
Methodist Episcopal.....	346	173	519
Mission (Swedish).....	1	0	1
Presbyterian . . . . .	197	142	339
Presbyterian (Cumberland). . . . .	1	0	1
Presbyterian (Reformed).....	6	0	6
Presbyterian (United).....	6	1	7
Reformed....	8	1	9
Seven Day Adventist.....	5	1	6
Theosophist . . . . .	1	0	1
Unitarian.....	19	17	36
Universalist . . . . .	0	4	4
Any Protestant Church . . . . .		119	119
No preference whatever. . . . .			46
Statistics not given.....			178
Total ...			2,122

Very respectfully submitted,  
BERTHA QUAINANCE, Registrar.



**NINETEENTH BIENNIAL REPORT**

**OF THE**

**Iowa State College of Agriculture  
and the Mechanic Arts**

**MADE TO**

**THE GOVERNOR OF IOWA**

**For the Years 1900-1901**

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**PRINTED BY ORDER OF THE GENERAL ASSEMBLY,**

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**DES MOINES  
B. MURPHY, STATE PRINTER  
1901**



IOWA STATE COLLEGE OF AGRICULTURE }  
AND THE MECHANIC ARTS. }  
AMES, IOWA, November 1, 1901.

*To His Excellency, Leslie M. Shaw:*

In accordance with the statute defining the duties of the secretary of the board of trustees of the Iowa State College of Agriculture and the Mechanic Arts, I have the honor to transmit herewith the nineteenth biennial report of the board.

E. W. STANTON,  
*Secretary.*





## PRESIDENT'S REPORT.

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*To the Board of Trustees of the Iowa State College of Agriculture and the Mechanic Arts:*

GENTLEMEN—The following biennial report is made to you for his excellency, Leslie M. Shaw, governor of Iowa, and for the people of Iowa. It is proper as

### A BRIEF PRELUDE

to say that Dr. A. C. True, the national director of the office of United States Experiment Stations, in describing briefly a few institutions among the industrial and technological colleges of America which may serve as types of the rest, makes Iowa one of the types, and officially says: "The Iowa college represents those institutions whose development has been along broad lines, and in which the agricultural course, maintained side by side with a number of courses in the arts and sciences, is being more thoroughly organized and specialized in accordance with the general advance movement in education along industrial lines." A prophecy by a distinguished body representing the general assembly of Iowa several years ago, called the legislative investigating committee, has come true in the number of students: "If it were generally known that the Agricultural College is one of the great institutions and properties of the state, affording instruction along literary and scientific lines, free of tuition charges, and that this instruction compares very favorably with any university or college in the western states, we believe that the number of students would be doubled in a short time."

### THE WORK AND GROWTH OF THE BIENNIAL PERIOD

Never in the history of the college could a more favorable report be given of the growth, expansion, and maturing of the educational work of the Iowa State College than for the biennial period just closing. The college has expanded in all particulars. It has been a universal and systematic development. The annual

attendance of students has reached the thousand mark and over. The faculty have improved upon their good work of the past. The building of the horse barn and stock pavilion, the starting of engineering hall, the enlarging of the scope of work in a number of the departments, and the same general recognition upon the part of the public of the worth of the institution to the state and the country all combine in the sum of a most prosperous period. It is a frequent reflection upon the part of the friends most intimately acquainted with the development of the school to observe what irreparable injury would have been wrought the college without the provisions of the last legislature. These persons also clearly understand the irrepressible reasons for a still more liberal support of the college. The doctrine advocated in the askings of the last legislature, "That it is sound statesmanship and good sense to promote a great work that is thrifty and big with outcome," has been fixed as a demonstrable fact in the college for this biennial period. The college is keeping closely and persistently within the bounds of the national and state laws governing its founding and promotion. The new era of commercial industry and industrial education has an atmosphere whose ozone is a tonic to the most vigorous action of the authorities, faculty, and students of such a college. The work of the young women of the college, especially along the lines of general and domestic science, has grown to be a matter of the profoundest gratification in present results and promise. The scientific and industrial education represented in Iowa by this institution has more universal appreciation and advocacy than in any other period of educational thought. For the first time in the history of education in America a president of a state college of agriculture and mechanic arts has been elected president of the National Teachers Association, the largest educational body in America and in the world. The Iowa State College has gained that honor. The people of Iowa in both country and town have come to give a most cordial word and hearty support to the work of the institution. Slighting remarks remain only on the part of persons who are unacquainted with the force of the work and the dignity of its mission. A statement of receipts and expenditures of the college during the biennial period will show a commendable degree of conservatism, a wholesome economy, and a praiseworthy management upon the part of the officers and authorities managing its finances. The spirit of the school throughout the period has been most uplifting. There has been

no serious disturbance of students, disagreement of teachers, nor jarring discords of friends. Never in the period of the life of this college could its friends look more hopefully and believingly to its constituents and legislative authorities for necessary support, expansion, and promotion.

#### NECESSITIES STILL DELAYED.

*Gymnasium.*—In any great work a necessity delayed means double urgency for some other need. A serious delay in the provisions of our work is evident in the college being without a gymnasium and facilities for training in physical culture. It sounds well to say, "Let a boy swing an ax or grab a hoe if he needs exercise;" but in the strenuous life of four or five years' indoor studies of a student there must be a systematic training of all his physical energies. There is no deflection from the manly virtue of an ax, a plow, or any useful implement of industry; but there is a universal recognition of the need of a gymnasium in modern-day education. But as authorities we have felt obliged in the view of the more pressing needs to let the matter go by for the present.

*College Auditorium.*—We have a chapel with a seating capacity of 625 and an enrollment of about 1,000 students a term. We are off in a community by ourselves, away from halls and opera houses, so that it is impossible to rent a room adequate for the needs of our public assemblies. A room with a sufficient capacity for the public work and gatherings of the college is an unavoidable demand, but in view of our other needs this matter must go over.

*Chemical Laboratory.*—The building in which we have general chemistry is one of the buildings first constructed on the college grounds. We have had in it the electrical engineering department and our classes in general chemistry. The chemical laboratory is wholly inadequate for the large demands made upon us, and the stories in which the electrical engineering has been housed must be fitted over with proper outfitting for work in chemistry, but we are unable to introduce this need at present.

*Armory.*—We are required by the national law to teach military science and tactics. We have no room whatever that could serve the purpose of a drill-hall. We are dependent upon good weather for most of our drill-service. As a number of the school months are now in the winter, this work will be seriously hindered until we get suitable quarters for a military department.

Washington's maxim was, "To be prepared for war is one of the most effectual means of preserving peace." This sound philosophy is fully understood by the majority of our American people. We have not included this asking in our lawful expectancies of the present legislature.

*College Library.*—This need has been mentioned to the good people of Iowa for a number of years. Every biennial period adds to the weight of its due. Our work is limited and crippled for want of a more adequate library. With the present support of the college it is impossible to do more than add a few of the most necessitous volumes to our shelves each year. It would require a multiplication of our present library by three to make it reach 50,000 volumes, and that would be a limited capacity for the scope and demand made by these lines of learning. Even such a crying need as this is not included in the present askings of the legislature.

#### THE EMERGENCY NEEDS OF THE COLLEGE.

The fire in the main building of the Iowa State College, December 7th, 1900, utterly destroyed about one-half of the building and rendered unfit the remnant for permanent uses. While we are making temporary use of the stub building yet it is purely as a makeshift. State Architect Liebbe made a critical examination of the remaining walls and reports as follows:

AMES, IOWA, December 19th, 1900.

*To the Board of Trustees, Iowa State College:*

GENTLEMEN—Having this day made an inspection of the remains of the burned main building, I beg to report as follows:

1. I find that the north wing is entirely destroyed, and that the rebuilding of this wing is wholly out of the question.

2. I find further that the attic story of the central section is also wholly destroyed and much of the interior of said central part is also destroyed; that is, the floors and wood partitions, doors, and windows are practically all destroyed, but the brick walls stand erect and are safe.

3. I also find that the attic and roof of adjacent south wing are damaged to a considerable extent, which can, however, be repaired. I also find that the now remaining south wing is quite generally damaged by smoke and water and other damage incident to a fire, such as broken doors, windows, etc.

4. I find, also, that the boiler-room roof was entirely consumed, and, in my judgment, was the source of the fire.

*Recommendations.* As the part that remains is only too poor to much longer serve its purpose, being old, walls badly cracked on all sides and wholly out of line, with wooden floors badly settled and out of level and all finish severely worn with many years' use, I cannot advise the rebuilding of the destroyed wing at any time. The best that can now be done is to

finish the central part with a flat gravel roof and refitting with doors and windows and such restorations of floors as will be found necessary when all rubbish is removed; also replastering and such other repairs as will be necessary to make this part tenatable, together with a general renovation and repair of the whole south wing so that the repaired structure will serve for a brief time as a temporary domicile for the students. But all this should be done in an inexpensive manner, for whatever money is thus expended will serve no useful purpose beyond affording needed temporary relief.

The remnants of the standing walls north of center section should of course be torn down and all useless debris removed.

Respectfully submitted,

H. F. LIEBBE,  
*State Architect.*

The directions of the architect have been carried out, and temporary adjustment made of the remnant of the building until the present legislature could act in the matter.

Before the fire, serious question had entered into the minds of the trustees regarding the safety of the building. The stone in the foundation of the building was gotten from some quarry on the prairies in the early history of building in Iowa and afterward proved to be unfit to be used in any building of this character. The stone soon disintegrates, and becomes insecure as foundation. The board had the building examined a couple of times in recent years by experts in order to keep close watch upon this very matter. The fire made an entirely unexpected demand upon the trustees. The main building was gradually becoming converted into educational purposes. It already contained the Department of Botany complete, the Mathematical, the English, the History, and the Modern Language Departments, with a few miscellaneous rooms employed for literary societies and physical culture. The Executive Council voted funds to fit up temporary quarters in the remnant of the building for botany and recitation-rooms, and for a number of students. They also built a frame building one story, 170 feet in length and fifty-three feet in width, containing ten recitation-rooms. This building is of the most ordinary nature, being shiplap without and within with no plastering whatever. It is uncomfortably hot in warm weather, and hard to heat in cold weather. It is only intended to live until within the period of the appropriation of the present legislature. The main building was put up at a cost of \$221,400. The buildings of the college have all been formed about this place as the center of the campus. The trees and campus itself have been placed and outlined with this building as the central figure. The unprecedented growth of the school in point of numbers and

expansion of work makes it absolutely necessary to devote the new central building wholly to educational purposes. This would have been practically true had the fire not occurred. The regrettable thing about this asking is that \$290,000 will not provide adequately for all the needs urging immediate recognition. In this building it is proposed to put Agriculture, Domestic Science, Horticulture, Botany, Mathematics, English, and such other departments as an economic adjustment may determine. It is not known whether to try for an auditorium in this building or not. It seems very doubtful whether there will be any hope of finding a sufficient amount of space in the building for an auditorium after these other departments have been provided for. A building of this kind will relieve agricultural hall for the necessary expansion of agricultural chemistry, veterinary science, and the agricultural museum, all of which departments are seriously cramped and hindered for lack of room. This need of the central building should be provided first and independent of the other askings of the college. You will observe, by reference to certain statements made regarding auditorium, library, gymnasium, armory, and chemical building, that with every dollar granted in the askings of the board of trustees we would be sadly limited for these other most vital and necessary enlargements. The times are rife with material expansion in educational institutions. Illinois has just dedicated a building devoted to agriculture alone, costing \$150,000. The last legislature of Wisconsin voted \$150,000 for an agricultural building. The last legislature of Minnesota appropriated for new buildings and increased support fund to the agricultural department alone, \$90,000. The last legislature of Kansas appropriated \$350,000 for buildings, improvements, and increase of support fund in the agricultural college. The last legislature of Michigan voted a tax levy to the agricultural college which increases the support fund \$100,000 annually. These instances are cited to show the remarkable activity and thrift upon the part of the states environing Iowa in providing for agriculture and kindred branches. The authorities of the Iowa State College have tried to make the most economical arrangement by putting Agriculture, Horticulture, Domestic Science, Botany, and these other departments in the one building built of stone, made fireproof throughout. It would be a centuryful regret to put an inadequate building in the center of this college campus. It would mar both the harmonies and the utilities of things for years and years to come. While nobody was ready for

the fire, yet the fire, like many a man's distresses in disguise, has made an opportunity of the century for the crowning in a material and educational sense of the college work at Ames. The heating feature in this appropriation refers to the fact that Morrill Hall and the main building are heated from the boilers of this one central building, so that a large part of the heating requirements of the college must be made anew by reason of this fire. This will involve quite a percentage of the money of the appropriation. The board feels embarrassment in not being able to expect more than the \$290,000 for this structure; for this amount will surely come short of what ought to be in this central building, yet with a good plan thoroughly matured and faithfully executed a structure can be erected for this sum that will be an approximate pride to the good taste and a positive utility and inspiration to the youth and citizens of Iowa.

*Experimental Barn.*—At noon, October 25, 1901, the cattle-barn and new experimental barn were burned. The fire started in the cattle-barn and extended to the experimental barn. The origin of the fire is unknown. These two barns with their contents of hay, feed stuffs, corn, and grain were worth about \$13,000. The work of the experiment station was carried on in these two barns. The Executive Council, October 28th, voted \$3,009.42, with which to construct temporary sheds and purchase feed. It is absolutely necessary to have feeding barns and feeding sheds for experimental work. In connection with these there should be a stock demonstration room, in which animals of the experiment station could be handled in the presence of classes of students, for educational as well as experimental purposes. The barn itself should be constructed of brick with slate roof and, as far as practicable, fireproof. Marked care is exercised with reference to danger of fires, but the barns in public institutions of this kind are exposed to a great many dangers of fire, through visitors and strangers, to which the ordinary barn is not liable. Fifteen thousand dollars will be necessary for the construction of the sheds, experimental barn, and demonstration room.

#### EXTRAORDINARY ASKINGS OF \$305,000, BY REASON OF FIRE.

The greater bulk of the askings of this legislature by the college is necessitated through the losses of fire. The state does not insure. The only relief of an institution in case of fire must come from the legislature, by whose policies the insurance of state institutions is governed. There is more loss to an institution than



the mere buildings and equipment burned. The delay of months and years amounts to a vast sum of dollars as well as inadequacies and deprivations. Time is money in a state institution as vitally as in a business. An institution compelled under the misfortune of fire to make extraordinary askings should not be crippled at the end of this waiting because the aggregate of its appropriations is thereby larger than usual. While the direct destruction of property by fire in the Iowa State College for the biennial period amounts to something over \$200,000, counting the original cost, yet business sense and wise economy for the future determine even \$305,000 a modest estimate for placing the institution reasonably over the ravages of the fire and in the condition of a reasonable adjustment for the present demand. Aside from the emergencies of the fire, the asking of the trustees from the present legislature are \$75,000 annual support and \$10,000 pure bred stock, so that the needs of the institution can be rightfully understood in the comparative consideration of the extraordinary demands by fire and the ordinary needs of growth and improvement.

#### SUPPORT FUND.

The college is much hampered for lack of support funds. Of the additional support granted by the last legislature, over \$15,000 are necessary each year to make up the decrease in the rate of interest. Our endowment is now loaned for the most part at the rate of five per cent, so that the increase of support fund by the last legislature was actually less than \$10,000. The work of the college is suffering seriously in a number of ways by this lack of adequate support. The large increase in students makes an unavoidable increase of classes and teachers. There is no department of the college free from this urgency. The faculty as a whole are heavily worked. I know of no easy place in all the positions of the teaching force. This is an unusual thing to be able to say. Mathematics and English, being fundamental to all the courses of study, have marked increase in classes both in number and size. History shares in this to quite an extent. The faculty of the Agricultural Department have three times as many students as several years ago with only the same number of teachers to instruct them. There are several new phases of this work that must be met by additional instructors, and ample assistance must be given the teachers already on hand in this department to hold their own with the marvelous advance made in all the country in scientific agriculture. There is probably no

more frequent demand for well educated and up to-date men as teachers than in scientific agriculture these days. A large part of the success and efficiency of the college depends upon keeping a permanent faculty and strengthening them with proper help and ample equipment. In the Department of Zoology there is an overcrowded condition of work through lack of ample support. There must be relief soon in order to keep the work in its useful efficiency. In the Department of Botany a similar condition prevails. The students have greatly increased, while the teaching force remains much the same, and the equipment has not been enlarged in proportion to the growth of the department. In General Chemistry all available space has been employed to meet the increase in numbers of students, and the class-work is crowded throughout for lack of more means by which to secure help and apparatus. In Agricultural Chemistry the department is crowded three times over the present capacity, and immediate relief must be had. In Veterinary Science, the experimental station part of the work has been hung up practically during the last biennial period for lack of proper teaching force in the veterinary faculty, so that all the force had to do the instruction, and no one was left to do the original investigation of the laboratory. The government at Washington requires us to keep up the Experiment Station side of this work, and we are struggling to meet this demand upon us from headquarters, but we must have more support in order to adequately meet these demands. In the engineering departments there has been a corresponding development. We have very large classes, and have been compelled to deny some phases of the work because we have not the room nor the teaching force to supply the demand. This state of affairs applies largely to all the engineering departments, civil, mechanical, electrical, and mining. The times are demanding educated young engineers as there are educated young farmers. High standards, regarding equipment, teaching force, and amount of instruction given, require strenuous effort when adequate support is at hand. In the creamery department there is also need of additional equipment and help. In modern languages a similar state of affairs prevails. In Domestic Science, one of the most serviceable and far-reaching lines of our work, there is an extreme want of more room, more apparatus, and more teaching force. The instruction of young women in Domestic Economy, in the leading institutions giving attention to this work, now ranks in dignity and scope with any other line of scientific and scholarly

acquirement for young women. The field covers a period of four years and is one of the most hopeful fields in modern day education. In some states like Kansas a special building has been erected solely for the work of domestic science.

All our full professors already employed are underpaid as compared with other state institutions, and have shown laudable loyalty in helping carry on the work to its present efficiency and success. During the biennial period we have lost a number of our faculty solely by reason of the large advance offered them by other institutions.

#### ADDITIONAL SUPPORT OF EXPERIMENT STATION.

It is emphatically necessary for the Experiment Station to have additional support from the state. This is done in the states surrounding Iowa, and is not a matter of this year's origin. It grows out of the great needs of agricultural and industrial development in America and especially in Iowa. We are asking for \$25,000 annually to be devoted as follows:

1st. For conducting feeding and breeding investigations with live stock, \$7,500. The purpose of these investigations is to do that which no individual or few individuals can do for themselves. By a long series of agricultural experiments the values of foods, their methods of procedure, and the results to be obtained can be reduced to an approximate accuracy that results in vast benefit to not only the farming communities, but to the entire commonwealth. In the breeding and rearing of animals problems of great scientific and commercial worth are pressing upon the attention of the experiment stations of the country. These questions have local as well as general application. The stock interests of Iowa amount to millions of dollars annually, and are capable of decided enhancement through improvement and promotion of breeds. For these purposes Illinois is giving a large sum annually.

2d. For conducting investigations with field crops, physics, and farm mechanics, \$7,500, annually. A vast contribution to the production and permanency of production in field crops is making these days by original investigations, as to the utilization and management of field crops, the analysis and adaptation of soils to various field crops, and their proper treatment in variable seasons. The question of farm mechanics involves thousands of dollars of loss or gain to the people of Iowa. It is proposed to systematically develop the best methods and present the soundest

facts along these lines through the work of the Experiment Station. To these purposes other states are also devoting annual appropriations.

3d. For conducting investigations in plant breeding, horticulture, and forestry annually \$5,000. Minnesota Experiment Station by investigations of wheat has been able to produce varieties of wheat that insure three bushels per acre more than formerly, and thereby add millions of dollars to the commerce of the state. Great possibilities are ahead in the breeding of corn and other useful plants. Experiments are making constantly in wheats, oats, corns, and grasses with a view to Iowa conditions. In horticulture there is a limitless field waiting the science and improvement of fruit and vegetables through original investigations. Improvement of fruits and vegetables is one of the greatest benefactions that can be bestowed upon a community or a commonwealth. In forestry only a limited amount of work can be attempted, but there is great scope for work of this character upon the prairies of Iowa. The nation itself is arousing to the importance of this matter, and has a bureau of forestry at Washington.

4th. For conducting investigations in dairying. The things that have been done in dairying in recent years through scientific investigation are big with promise for still better things to come. The testing of milk by the quality rather than the quantity, the more accurate knowledge in the ripening of creams and the producing of butter flavors, the applications of bacteriology to dairying, are striking examples of what science can do in promoting the practical everyday interests of dairying. Two thousand five hundred dollars annually are asked for investigations of this nature.

5th. For conducting investigations in veterinary science annually, \$2,500. A vast ocean of privilege in research opens to the scientific investigator in veterinary science. The whole realm of disease having to do with domestic animals opens now with urgent demands upon the experiment station. There are local problems having to do with veterinary science, like infectious abortion, bottom diseases of horses, cornstalk disease, parasitic diseases, and others, that demand immediate attention. We need more money than we are asking in this line, but can make a commendable start with \$2,500.

ADDITIONAL SUPPORT OF THE EXPERIMENT STATION BY STATE IS NOT UNUSUAL.

At present there are nineteen experiment stations in the United States receiving state aid in addition to the \$15,000 National Hatch fund. In eight states the amount of money devoted to station use from state sources alone aggregates practically twice as much as the original Hatch fund. Minnesota supplements its \$15,000 Hatch fund with \$32,000 from state appropriations, Wisconsin adds \$16,000 to the Hatch fund, Illinois station now has \$46,000 for the purely agricultural work of its experiment station in addition to the \$15,000 Hatch fund, and the state of New York gives \$69,000 annually to its experiment station. The income of the Iowa Experiment Station is confined to the \$15,000 annual appropriation from the United States government for the staff of experiment station work. The state of Iowa contributes nothing directly for the additional support and maintenance of experimental work, excepting that the college trustees always grant very liberal allotment of lands and considerable equipment for the support of the work. This, however, is done by almost every state. The work of the Iowa experiment station is practically at a standstill for want of funds to conduct the work and publish bulletins. Requirements of this work are more complex, exacting, and extensive with the growth and demands of the years, and therefore more expensive than formerly. No new lines of investigation have been taken up during the biennial period, nor can they be with the present income. Several of the lines of investigation now in progress will need to be curtailed or abandoned in the near future unless additional support is provided.

PURE BRED STOCK.

In these times of marvelous achievements in animal husbandry, when pure bred animals of certain kinds sell readily for three to four and five thousand dollars each, one can readily see the limitations of an appropriation of \$10,000 for the purchase of pure bred stock. The appropriation two years ago gave us a very valuable start in the purchase of pure bred animals. The college authorities have avoided extravagance and extremes, but have been fortunate in securing a number of these animals that prove of marked benefit in the training of young men in agriculture and animal husbandry. It is the policy of the college to keep nothing on hand but pure bred stock. Illinois last year

voted \$32,000 for the purchase of pure bred stock. We ask an appropriation of \$10,000 for the purchase of pure bred stock the coming biennial period. The college does not propose to enter into a general commercial business of raising pure bred stock, but merely to keep on hand the best types of each breed for educational and experimental purposes.

SUMMARY.

Central College building with heating plant.....	\$290,000
Annual support.....	50,000
<i>Experiment Station annual report—</i>	
For conducting feeding and breeding investigations with live stock.....	\$7,500
For conducting investigations with field crops, physics, and farm mechanics.....	7,500
For conducting investigations in plant breeding, horticulture, and forestry.....	5,000
For conducting investigations in dairying.....	2,500
For conducting investigations in veterinary science.....	2,500
	<hr/> \$ 25,000
Experimental barn, sheds, and demonstration room .....	15,000
For pure bred stock .....	10,000
	<hr/>
Total .....	\$390,000

THE DEPARTMENT OF EXPERIMENT STATION.

Both national and state authorities have decided, the past biennial period, that the experiment station is a department of the land-grant colleges in the respective states. Dr. A. C. True, director of the experiment stations, Washington, D. C., gives an official announcement regarding the relation of the experiment station to the college as follows: "As a matter of fact there is no department of the college whose property and work are more inseparably united with the property and work of other departments than the experiment station. \* \* \* The station was meant to be and is a department of the college." This decision he bases upon the language of the national statute approved July 2, 1862, entitled "An act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and mechanic arts;" and in one of the supplements to said act, "A department to be known and designated as an agricultural experiment station." A similar decision is also given by Attorney General Mullan, of Iowa, so that there

is no ground whatever for debate regarding whether the experiment station is a department of the college; and most vital it is too. It gives the thrift of original investigation to the student of agriculture on one side, and, on the other, has the most far-reaching scientific, industrial, and commercial bearing upon the thought and new questions of scientific agriculture. The work of the experiment station, in any one of a number of not a few lines of investigation the past ten years or more, has been worth millions of dollars to Iowa alone. During the biennial period the Experiment Station has issued the following bulletins: No. 41, Some reports from trial stations on new orchard fruits and shrubs. No. 42, Horse Nettle as a Troublesome Weed in Iowa; Two other Troublesome Weeds; and Potato Scab. No. 43, Some Injurious Scale Insects. No. 44, Observations and Suggestions on the Root-killing of Fruit Trees. No. 45, Field Experiments with Corn, Oats, Barley, Wheat, Brome Grass, Rape, Sorghum, Soy Beans, Cow Peas, and Sugar Beets. No. 46, Facts and Opinions about Plums and Plum Growing in Iowa. No. 47, Notes on Vegetables, Cucumbers, Egg-plants, Lima Beans, Sweet Potatoes, Tomatoes, and Peppers. No. 48, Economical Production of Beef; Use of Skim-milk in Calf Feeding; Feeding Steers in Wide and Narrow Rations; Fattening Range Steers; A Study of Pork Production; Fattening Range Lambs; Fattening Lambs in Comparison with Yearlings. No. 49, Miscellaneous Insects. No. 50, Insecticide Methods. No. 51, Winter Wheat. No. 52, Cream Testing; The Influence of certain Conditions in Churning on the Amount of Water in Butter; A Study of Butter Increases. No. 53, The Asparagus Rust in Iowa. No. 54, Grasses of Iowa. No. 55, Field Experiments with Corn, Oats, Barley, Spring Wheat, Speltz, Sorghum, Rape, Kohl Rabi, Soy Beans, and Sugar Beets. No. 56, Grasses of Iowa. No. 57, Experiments in Curing Cheese. No. 58, Parturient Paralysis and the Schmidt Treatment. The report on pork production in bulletin No. 48 represents a continuation and completion of work that had been in progress during the previous period.

The station has also continued the investigations with range colts brought from the West in 1898. These colts are now three and four years old, and most of them will be marketed when five years old. This experiment has already attracted wide attention, and demonstrated the possibilities of horse production in the western or grazing country suitable for the needs of the farmer and for finish profitably by the farmer of the middle west for the



eastern market. Incidentally the superiority of good blood on the range as elsewhere has received additional demonstration.

The dairy herd investigation has been carried on continuously throughout the biennial period, and the results of over three years' work are now being prepared for publication in bulletin form. This work represents a careful record of the college dairy herd, including five pure breeds of cattle, showing the actual daily cost of feed consumed and the net returns in milk and butter fat, and the value of the product on the market at commercial prices, thus giving the net profit or loss of every cow in the herd of each breed during the period of over three years covered by the experiment.

The field experiments with winter wheats and other grain forage crops have demonstrated some very practical and useful lessons. The average yield of winter wheat on the Experiment Station grounds during the past seven years has been a little over forty-five bushels per acre, which is more than double the yield which we have obtained from spring wheat under similar conditions and about three times the average wheat yield of the state. The Turkish Red variety of winter wheat which has been grown with such marked success on the college ground is this year being introduced in nearly every county in the state, where it will be grown under instructions furnished by the station and the results carefully noted. The drouth-resisting grain and forage crops, such as sorghum, Kaffir corn, Soy Beans, Cow Peas, and the root crops, have been given special attention; and their yield on the college farm demonstrates conclusively that the farmer of Iowa by the use of these crops may be to a great extent independent of such a drouth as has prevailed during the past season.

The demand for Experiment Station bulletins has far exceeded the supply. The regular mailing list now contains about 20,000 names. Owing to the limited funds for conducting the Experiment Station work in publishing reports in these bulletins, we have been obliged to curtail the issue of all the bulletins published during the period with one exception. That is, instead of publishing an edition of 25,000 copies, as now required to supply the demand, we have been obliged to limit the edition to 5,000 or 6,000, and send to special lists of names, and send press notices to the papers of the state calling attention to the bulletins and stating that they could be had on application. This leads to a misunderstanding and dissatisfaction on the part of many of the citizens of the state who do not receive the bulletins regularly,



although their names are on the Experiment Station mailing list. The demand for these bulletins is by no means limited to Iowa. There is a very wide call for them from adjoining and distant states, and even foreign countries where some of them have been republished entire in foreign languages. The edition of many of the previous bulletins has been exhausted, and, although the information contained would be of constant service, the station is unable to supply them and has not sufficient funds for reprinting.

*Farm Department.*—The work of the Farm Department has been materially strengthened during the biennial period by the appropriation made by the last legislature for a new horse-barn and judging pavilion, and the purchase of representatives of some of the pure breeds of livestock. The improvement of the college herds and flocks is distinctly noticeable, and it is a factor of no little importance in the education of the young men who attend the college for training in agriculture. The increased returns that are already coming from a better class of stock on the college farm make it clear that this appropriation was a judicious investment on the part of the state. A similar appropriation should be made for the next biennial period. Other states are recognizing the importance of this feature of college work. Illinois has appropriated \$32,000 for the purchase of live stock during the past biennial period. The college should maintain herds of only pure bred representatives of the highest individual excellence of the leading breeds of live stock for the purpose of furnishing instruction to the students and affording object lessons to the farmers of the state. The department of Agricultural Physics should have all the time of a full professor. Additional facilities for instruction in

#### FARM MECHANICS AND SOIL PHYSICS

are absolutely essential to the success of the work. A large laboratory should be provided on the ground floor, where power can be furnished for the operation of various kinds of machinery to be used in the demonstration of mechanical principles that apply directly to farm machinery. About 10,000 square feet of floor-space is needed for this purpose, and in addition about 3,000 square feet of ground space under glass-roof for laboratory work in soil physics. With provision of this kind the college can obtain practically free of cost sample machines of all of the modern and most improved farm implements. These can be operated both in the laboratory and in the field, and their principles of construc

tion, care, and management studied and demonstrated to the classes in agriculture.

#### THE CREAMERY DEPARTMENT.

The creamery building was erected nine years ago rather as an emergency building than an attempt to provide a modern structure meeting all of the requirements of an educational institution. Unfortunately, the building was poorly constructed and is expensive to maintain, besides affording altogether inadequate facilities for the work. Additional room for class instruction and laboratory work is urgently needed. The refrigerator facilities should be remodeled and the cheese curing room reconstructed on modern plans. The entire building will need to be reconstructed within a few years, and it will be a measure of economy to do it as early as possible.

#### AGRICULTURAL TEACHING FORCE.

The teaching force in the Division of Agriculture must be materially strengthened at once if we are to keep pace with the progress of agricultural work in the leading institutions. Five years ago we had sixty-seven students enrolled in the four years' course in agriculture, and about 100 students enrolled in the short courses. During the past year we have had about 200 students enrolled in the four years' course, and about 400 in the short courses. The teaching force has remained the same during this time, with scarcely any advance in salaries, and the annual appropriations for current expenses and instruction in the division of agriculture are actually less than they were at that time. A part of this reduction is due to better and more economical results in management and the increased returns from the management of the farm and the live stock equipment, but there is a most urgent need for strengthening the teaching force. The present force in the division of agriculture numbers less than one-half as many professors and instructors as similar institutions in other states employ and the salaries paid are on the average more than one-fourth less. During the past year we have lost two of the strongest and best known men in their respective lines of work that the country affords, namely, Professor John A. Craig of the Animal Husbandry Department, and Professor H. C. Eckles of the Dairy Bacteriology Department. Both of these men left the college solely on account of inadequate compensation, and have accepted positions elsewhere at much higher salaries. The prominent rank and good standing of this institution can

not be maintained without much more liberal support. The demands of the students during the coming year promise to be greater than ever before, and the student body is properly becoming more exacting.

#### DEPARTMENT OF ANIMAL HUSBANDRY.

This department was unfortunate during the biennial period to lose its former head, Professor John A. Craig, by reason of a higher salary elsewhere, but most fortunate in securing, as his successor, Professor W. J. Kennedy of the Department of Animal Husbandry, in the University of Illinois. The scientific study of domestic animals has made remarkable impression upon the entire industry. The good and bad points of a domestic animal have become as demonstrable as a problem in mathematics. The general and specific value of an animal can be taught now with a remarkable degree of accuracy. A student in the college can gain an accurate judging ability regarding domestic animals, during the four years' course in agriculture comparable with the experience and attainment of twenty and thirty years in the old methods of teaching animal husbandry. This is demonstrated every season in the county and state fairs, and is a weekly occurrence in the classes in Live Stock and Score Card Practice in the college. The purchase of pure bred animals during this biennial period, through the appropriation of the last legislature, has greatly facilitated and advanced the Department of Animal Husbandry. Under the direction of Professor Kennedy, there is every reason to believe the former efficiency of the department will be maintained, and marked improvement and advance be made all along the lines of this work.

#### DEPARTMENT OF HORTICULTURE.

This department in the last biennial period has passed from the commercial distribution of trees and plants to the more exclusively educational features of horticulture. The work of the department has been greatly enhanced in the equipment, attendance and teaching force. Professor John Craig resigned as head of the department September 1, 1900, and Professor Homer C. Price, of the University of Ohio, was elected his successor, and is carrying on the work very successfully. The department offers ten courses in horticulture and one in forestry, of which four are required in horticulture and one in forestry. More attention is also given to amateur floriculture. The work in olericulture and landscape gardening is greatly enlarged.

Eighty new and hitherto unrepresented species of trees and shrubs have been added to the campus collection. Provisions are making for much improved laboratory facilities. A new barn is much needed for the department.

#### DEPARTMENT OF AGRICULTURAL CHEMISTRY.

This department has improved decidedly during the biennial period. It absolutely needs more space and better equipment not only for instruction, but for the technical work which is necessary for original investigation. In connection with the department of civil engineering and botany, this department has kept close analysis of the sewage-plant disposal of the college. Results obtained are of general interest to the state at large as well as education to the student at home. The possible pollution of the streams and rivers of the state by the sewage of towns and cities is a problem which must be met more adequately in the future. The department has also been making investigations in the clays of the state. Complete chemical and rational analyses are made of the clays of the state. The chemical work of the experiment station makes large demands upon this department to properly meet which there must be more ample provisions of quarters and facilities.

Agricultural Chemistry has come to be one of the great sources of modern day investigation and enlightenment in agriculture and the sciences bearing upon the industries.

#### DIVISION OF VETERINARY MEDICINE.

During the biennial period the veterinary department has been enlarged considerably. The teaching force is greatly strengthened. The course of study has been revised and largely augmented. The standard of admission of scholarship is measurably elevated. The hospital work has been greatly improved. There is a great deal more of it than formerly. Hospital appliances have been markedly increased. This division of the college will need very substantial appropriations, in order to develop the legitimate spheres of its work. These needs are in the lines of charts, models, museum appropriations, laboratory apparatus, and especially buildings. It needs more hospital space in all phases of the work. Laboratories must be provided on a scale not hitherto approached. A hundred thousand dollars could be spent in this division for improvements the next biennial period without any element of exaggeration or extravagance.

## DIVISION OF ENGINEERING.

*Civil Engineering.*—During the biennial period the number of students in the Civil Engineering course has increased from fifty to 120. An assistant professor of civil engineering has been added to the teaching force, but the increase in attendance has kept the instruction work heavy. The quarters for the department will be very badly overcrowded until the new engineering hall is completed. The field equipment for surveying and the laboratory equipment need great increases. A certain amount of instruction in practical astronomy is necessary for this department. The college has practically no equipment for that part of the work. The demand for graduates for this department has been greater than our supply. The department has been for some time endeavoring to inaugurate lines of investigation which would be helpful to the industries and the engineering interests of the state. This kind of work has been largely developed during the biennial period. Important tests in connection with the brick and other clay products of the state have been made. Some of the results have been published, and many others are about ready for publication. This is of great general interest and benefit to these lines of industry in Iowa. Tests of the gypsum products also have been made. A college sewage disposal plant under the direction of this department has attracted wide attention, and is being adopted in other places. It is desirable to inaugurate investigations along the line of good roads just as soon as equipment and support will allow. The needs of the department grow out of the vigorousness of its development.

## DEPARTMENT OF MECHANICAL ENGINEERING.

Although the attendance in this department has greatly increased in the last biennial period, there has been no increase made in the teaching force. Many students enumerated in other sections take shop-work and drawing in this section, greatly adding to the work. The section has also done extensive work in the testing of the value of Iowa coals. The section is suffering in the line of equipment owing to the inability of our funds to make larger appropriations. There is much need of additional instructors, additional apparatus, and equipment. All the engineering sections are very much cramped for room but the new engineering building which we hope to enter next college year will meet the matter of recitation-room.

**DEPARTMENT OF ELECTRICAL ENGINEERING.**

This department shares the universal thrift of this college. With the other engineering departments it is suffering for lack of room, but this we hope to remedy in the new engineering building. Its needs are in the line both of more support and of larger equipment. A department shop is one of the necessities of this work. A department shop of this character will need power-lathes, saws, drills, etc., together with machinists' and carpenters' tools adapted to the manufacture and repair of physical apparatus. In many institutions an expert mechanic is employed. A shop of this kind has come to be a necessary adjunct to the modern physical laboratory. Electrical engineering is largely a constructive process, and the student must be taught these methods of repair and construction in the shop.

**DEPARTMENT OF MINING ENGINEERING.**

The work of this department has greatly enlarged in the past biennial period, and the demands upon it are so urgent that we have been unable to keep up with all of them. It is much in need of an ore-dressing and concentrating plant with proper adjuncts for clay working and clay testing, coal washing, and calorimetric tests of fuels. It is needing much machinery and mine models. The field equipment needs expansion immediately. The teaching force needs enlargement. Iowa has a rapidly growing field for mining engineering. The clay and coal products alone make more demands upon this department both in the training of men and the scientific development of material than the college can adequately supply for several years to come.

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**DIVISION OF SCIENCE AS RELATED TO THE INDUSTRIES.**

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**DEPARTMENT OF MATHEMATICS.**

The rapid growth in attendance at the college multiplies rapidly the classes in this department, as mathematics are taught in all courses of the institution excepting the shorter courses in dairying and kindred branches. About 650 to 800 students are enrolled in this department each college term. These range in branches from elementary mathematics to calculus. This department will need to have ample provision made for it in the new college building.

## DEPARTMENT OF DOMESTIC SCIENCE.

The work of this very important department has far outgrown its quarters and facilities. It is worthy a building of itself, such as it has secured already in some institutions of the country. Its expansion must be generously provided for in the new college building. The courses of study in domestic science have been greatly enlarged. The equipment has been increased. Though addition has been made to the teaching force, yet there is more demand for help in this department in every way than we have been able to supply. The students of the department have increased during the biennial period from 152 to 267. The scope of the work embraces sewing, cooking, personal hygiene, home sanitation, dress-making, study of food values, drafting and dress-making, home dairying and domestic chemistry, cooking, and house economics, with several other vital topics waiting to be included as soon as facilities will allow.

## DEPARTMENT OF CHEMISTRY.

The demands on this department have greatly increased the past biennial period. It is absolutely necessary to have more and better laboratory facilities for this work. The laboratory methods in connection with class-work are most faithfully and efficiently followed. As soon as the engineering hall is completed the electrical engineering work will be taken out of the building in which this department is now housed and make it possible for much needed enlargement and improvement. But this will necessitate a considerable additional expense and appropriation of money. The encouraging feature about it is that money herein expended will meet a vital need and greatly promote a fundamental part of most of the college courses.

## DEPARTMENT OF BOTANY.

The fire destroyed a large amount of valuable material as well as the rooms of this department. The department is now in temporary quarters. Quite a number of botanists of the country came to the aid of the college in generously sending additional specimens from various sections of the land. Urgent need in the department is modern equipment in the way of rooms and larger appropriation for carrying on the work as elsewhere stated in this report. The department has felt vigorously the increase of students, and is crowded in every particular for lack of room. A very suitable portion of the new college building must be devoted



to the work of this department. The Dr. Parry herbarium, for which the college paid \$5,000, was fortunately saved from the fire, and should be put in fireproof quarters in the new building. It is not a question of a few thousand dollars but of a permanent scientific value increasing every year, because the primitive conditions in which the collection was made will never return in American soil.

#### DEPARTMENT OF ZOOLOGY.

The work in this department has been carried on with very little change of general plan during the past two years. The large increase of students—the number having more than doubled in the two years—has rendered it impossible either to enlarge the scope of the work or to make many needed changes in laboratory methods pursued in the courses now given, which would involve some expenditure for new apparatus.

The methods and scope of the zoological work of the different colleges and universities of the country have been changed very rapidly during the last few years, in consequence largely of the more direct dependence of several of the professions upon this science, which has been brought about by recent discoveries. This has rendered necessary in all zoological laboratories an increased outlay for equipment. In our own institution the appropriations have not nearly kept pace even with the increased number of students, so that our equipment is actually less per student today than it was five years ago. This has brought about a very serious condition, which only a very large expenditure in the near future can remedy. This is absolutely necessary if we are to keep in line with the progress made by institutions of a similar nature in the past few years, and if we are to retain our present high reputation, built up largely when the number of students was many times smaller than at present, for the quality of the work done here.

#### DEPARTMENT OF ENGLISH.

The rapid increase in students has made very urgent demands upon this section of our work. During the past year the enrollment in this section increased about 44 per cent and the teaching force only about 20 per cent. To begin with each teacher was given heavy work. The recitation and office facilities are inadequate. A faculty member of this section accepted a position the past year in a state institution of a sister state at an advanced salary of about two-fifths more than we were paying. The library



needs of the English section are great and irrepressible. An English laboratory is much in demand. In spite of these obstacles the work of the department has increased in efficiency. This is a wholesome condition for commanding aid of more liberal support.

*Modern Languages.*—Work even in the agricultural sections of the government bureaus at Washington, and advanced study in the science and work of the state colleges of the nation, require a good reading acquaintance with French and German. The aim of this college is to supply the actual need and to avoid any post-graduate work along these lines. We offer a course in German of two and one-half years and in French of two years. One year of a modern language is required in all the engineering courses, and language work is offered throughout the entire course for women, but not throughout the courses for young men. The work of the department has taken on the general uplift of the institution.

#### DEPARTMENT OF ELOCUTION.

This department has become very essential to all lines of college work. The aim of the department is not so much to make professional readers and orators as it is to give a good expression to the thought and knowledge of each student, whether he may ever be on the public platform or not. The scope of the work is greatly widened and its efficiency increased within the past biennial period. The growth of the college in numbers has made very urgent demands upon the energies and resources of the department. These are being met in some ways most advisable and practicable.

#### DEPARTMENT OF HISTORY.

The aim of this department is to teach only essential things of history to the students in the several courses of the college. Yet even this is conservative. Through the multiplication of students and classes it has become necessary to give extra assistance in this department during the biennial period. There is no line of agriculture, science, or learning in which a youngster can get along reasonably well without a living and working acquaintance with history. The department is most fortunate in having at its head Dr. O. H. Cessna, who has given a number of years of special effort to historical studies. This department must be provided for in the new college building.

## DEPARTMENT OF LIBRARY.

The growth of the college for the biennial period is quite manifest in the library. The number of patrons of the library has increased largely. The number of books used the first year of the biennial period 17,370; the number used the past year 24,797; an increase in one year of 7,427. Beginning with the freshman class of each year special library instruction is given each student regarding classification, cataloging, the use of periodicals, Poole's Index, reference books, and so on. As a result, the freshmen are using the library more and with better results. By reason of our limited appropriations we are able to add only about one thousand books a year to the library. Of these about three hundred are annually donated. A number of valuable books from the library were destroyed in the fire of the main building. These were in the hands of the professors for class use in the recitation-rooms of that building. The shelves of the library are full and running over, and the space in the library room is already crowded. The library is much in need of special appropriation of the legislature for radical enlargement. The work of the library is in excellent condition.

## DEPARTMENT OF VOCAL AND INSTRUMENTAL MUSIC.

In vocal and instrumental music the college provides excellent facilities and instruction to students who may wish to pay extra for work of this kind outside of the regular college class-work. The department is maintained largely independent of the other college courses. It is necessary to have instruction of this nature; there is a growing demand every year for the department. Its enlargement and efficiency are keeping pace with the other upward and onward evolutions in college work. The department is required to furnish music for the Sabbath and chapel services of the college and to help on, incidentally, in connection with public exercises of college work.

## WORK OF THE DEAN OF WOMEN.

The construction of Margaret Hall for young woman marked a new era in the history of the living and management of the young women in the college. They are provided with good home environment, steam heat, electric light, and modern-day conveniences. The young women are under Mrs. Marian H. Kilbourne, Dean of woman, whose work during the biennial period has greatly promoted the welfare of the entire department. She has had

long experience in the counsel and training of young women, and the provision of this work now places the training and direction of the young women of the college in a most desirable attitude. The serious question arising is where to get enough room for young women that are coming to the college, as the Hall is now taxed to nearly its full capacity.

#### THE COLLEGE HOSPITAL.

The building for the college hospital has been entirely rearranged during the biennial period and put in a much improved condition. The space has been enlarged by the change; the heating facilities have been made adequate; a nurse and cook provided, and a general homelike atmosphere created throughout the building. The increase of students in the college requires the entire time of the college physician, and Dr. Wilbert E. Harriman has been given exclusive charge of the whole work, which he has carried on with marked credit and efficiency. For the ordinary cases that occur among so many hundred of students the institution is now amply provided in these lines. This work is maintained largely through hospital fees. It is one of the good advantages of the student.

#### DEPARTMENT OF MILITARY SCIENCE AND TACTICS.

The high standard of work in this department is still maintained. The long period of fall and winter months shorten greatly the privilege of regular drill as the college is without an armory or any substitute for an armory. This department is very vital for a physical bearing and manly life as well as vital to the strength and defense of the nation. An armory of suitable proportions should be provided immediately, although the trustees have not been able to include it in the askings.

#### THE CONSTRUCTION OF THE NEW BUILDINGS.

The board of trustees have been fortunate in all their contracts for the new buildings of the last biennial period. It is generally acknowledged that the horse barn, stock pavilion, president's house, and engineering building were let most favorably. The stock pavilion and president's house have been completed in substantial manner with eminent service to the college and a credit to the state. The engineering building has been seriously delayed in construction for want of steel and the supply of certain kinds of brick, but the work thus far promises a structure

that will be fireproof, tasteful in architecture, and most admirably adapted to the engineering departments.

#### ANOTHER CRITICAL PERIOD.

We had occasion the last biennial period to speak of the critical period in the work of the college by reason of its need of buildings and additional support fund. The sincerity of that presentation has been evidenced on every side during the past biennial period, and the substantial response of the Twenty-eighth General Assembly met a most needy and worthy epoch in the history of the college. Unexpectedly to all of us, the fires of the past year have threatened seriously the usefulness of the college and brought in a more critical state of college needs than existed even two years ago. The askings of this legislature occasioned by the fire amount to \$305,000. With every dollar of this granted, irrepressible demands of gymnasium, chemical laboratory, armory, college library, and college auditorium remain unheeded, though it is hoped we may be able to include the auditorium in the new central building. The college should not be made to suffer and become permanently crippled on account of these losses by fire. The askings of \$85,000 for additional support should not be curtailed because of the emergency call through the losses of fires. It is the adopted policy of the state to make up these fire losses from its own resources. The college has gone right on growing in the face of these calamities so that we have this year the largest enrollment in our history. We have done the best we could with restricted means; can give a good account of the funds and appropriations granted by previous legislatures; and now make a plea for security against the loss of the fires and reasonable provisions for the growths of our expansion both present and to come. Able leaders in making the most of the child have uttered the watchword—"Salvation through Occupation." Our material cry is "Salvation through Appropriation," as conditional to the salvation through occupation of the head, hand, and heart of the Iowa youth.

#### CONCLUSION.

We still float the banner of goodwill to all the other educational institutions of Iowa, state, denominational, and private. We delight in the thrift and efficiency of all institutions of the state that better humanity. The prosperity of all these is our joy, as we would have our own growth their pleasure. It would

take a long roster in the hall of fame to list the names of the friends who have made the last biennial period of the Iowa State College a chronicle of manly effort and endurance, effective growth, and realization in the betterment of the state and the world. We aspire to fill our bits of destiny as a college upon enduring foundations through worthy ideals for a higher life of the commonwealth and the people. Our fathers used to sing in camp-meeting days (hallowed to their memories):

“I am a pilgrim, I am a stranger,  
I can tarry, I can tarry but a night.”

There is still a vast patch of this world to compass in education. The mind is a pilgrim and a stranger. The undertaking of education is to make this stranger at home in the earth, to make this pilgrim a permanent resident of the universe, and to convert the night of the old song into a day of eternal hope and life. This may be sentiment, but what is home, country, or man without sentiment, and what can a college do without money?

Very respectfully submitted,

W. M. BEARDSHEAR,

*President of the Iowa State College of Agriculture and Mechanic Arts.*

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# FINANCIAL REPORTS.

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## REPORT OF THE SECRETARY.

### INCLUDING A SUMMARY OF PROCEEDINGS OF THE BOARD OF TRUSTEES.

#### MEMBERS OF BOARD OF TRUSTEES.

*Ex-officio*—HON. L. M. SHAW, Governor of Iowa.

*Ex-officio*—HON. R. C. BARRETT, Superintendent of Public Instruction.

	Term Expires
First District—Hon. S. H. Watkins, Libertyville.....	1904
Second District—Hon. C. L. Barclay, West Liberty.....	1904
Third District—Hon. J. S. Jones, Manchester.....	1902
Fourth District—Hon. C. L. Gabrilsen, New Hampton.....	1904
Fifth District—Hon. W. R. Moninger, Galvin.....	1906
Sixth District—Hon. W. O. McElroy, Newton.....	1902
Seventh District—Hon. W. K. Boardman, Nevada.....	1906
Eighth District—Hon. W. B. Penick, Tingley.....	1904
Ninth District—Hon. L. B. Robinson, Harlan.....	1902
Tenth District—Hon. J. B. Hungerford, Carroll.....	1906
Eleventh District—Hon. W. J. Dixon, Sac City.....	1906

#### STANDING COMMITTEES.

##### GROUP I.

Finance Committee—Trustee McElroy, Gov. Shaw, Trustees Robinson, Barclay, Penick, and Gabrilsen.

Building Committee—Trustees Dixon, Jones, Hungerford, Boardman, and Watkins.

##### GROUP II.

Committee on Agriculture, Horticulture, Experiment Station and Veterinary Science—Trustee Barclay, Gov. Shaw, Trustees Boardman, Gabrilsen, and Moninger.

Committee on Engineering Departments and Physics—Supt. Barrett, Trustees Jones, McElroy, and Dixon.

Committee on Steward's Department, College Hospital and Sanitary Arrangements—Trustees Watkins, Hungerford, Robinson, Penick, and Boardman.

##### GROUP III.

Committee on Faculty and Courses of Study—Trustees Jones, McElroy, Supt. Barrett, Trustees Robinson, Hungerford, and Gabrilsen.

Committee on College Lands and Investments—Trustee Penick, Gov. Shaw, and Trustee Moninger.

Committee on Rules—Trustees Boardman, Watkins, and Dixon.



## GROUP IV.

Committee on Scientific Departments—Trustee Gabrielsen, Gov. Shaw, Trustees Hungerford and Watkins.

Committee on Literary Departments and Library—Trustee Robinson, Supt. Barrett, Trustees Boardman and Penick.

Committee on Public Grounds and Assignment of Rooms—Trustees McElroy, Jones, and Barclay.

Committee on Bonds—Trustees Moninger and Dixon.

## PURPOSE OF THIS REPORT.

It is the purpose of this report to give a brief history of the fiscal operations of the college during the last two years together with a statement of its present financial condition. The subject, treated will be,

- I. The college endowment fund.
- II. New buildings, improvements, repairs, and state appropriation for the purchase of pure bred stock.
- III. The experiment station fund.
- IV. The college support funds.
- V. Miscellaneous sources of income.
- VI. The steward's accounts.
- VII. Account with the college treasurer.
- VIII. Condition of the college support funds.
- IX. Miscellaneous matters.

## I. COLLEGE ENDOWMENT FUND.

The college endowment fund amounts to \$683,708.52 It has been increased during the past biennial period by the following sums:

Change in valuation of tract of land in Ringgold county.....	\$375.00
Railroad right of way across college farm.....	500.00

Total increase.....	\$875.00
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The endowment fund had its origin in the grant of lands by the national government in 1862, for the benefit of colleges of agriculture and mechanic arts, and in the transfer and investment, in the early years of the college, of a portion of its annual income. The amount credited to each of these sources is as follows:

To the original congressional land grant.....	\$589,754.01
To the transfer and investment of interest fund.....	93,954.51

Total.....	\$683,708.52
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With the exception of a small tract of land in Polk county, obtained under foreclosure of mortgage, the fund is managed through the land and loan agency, of which agent, Herman Knapp

has charge, and the financial agency with W. A. Helsell of Odebolt, Iowa, as agent. The land and loan agent formerly had charge of the loaning of the surplus interest portion of the endowment, in addition to leasing the endowment land. It is the present policy of the board to unite the two agencies and, as soon as practicable, place the management of the entire fund in the hands of the financial agent. To this end all moneys belonging to the portion of the fund managed by agent Knapp are immediately upon collection transferred to the financial agency. The entire fund is at present divided as follows:

(a) Managed by the board directly.....	\$ 2,418.55
(b) Managed through the land and loan agency.....	22,454.08
(c) Managed through the financial agency.....	658,885.89
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Total.....	\$688,708.52

Dealing with these divisions in their order, the following is a summary of the financial operations connected with each during the biennial period:

(a) PORTION OF ENDOWMENT FUND MANAGED BY THE BOARD  
DIRECTLY.

The Polk county tract of forty acres managed directly by the board is leased to B. F. Kemper at an annual rental of \$85. It is situated in the coal area, and will probably be sold or rented as coal land in the near future.

(b) LAND AND LOAN AGENCY.

This agency was charged at the beginning of the biennial period with 8,078.94 acres, appraised at \$36,975.45. During the biennial period there has been patented 5,742.92 acres, appraised at \$26,921.37. This leaves 2,336.02 acres, appraised at \$10,054.08, still owned by the college. It should be borne in mind that all of this land has been held for many years under leases granting to the lessee the right of purchase, or renewal of lease, at the original appraisement. This accounts for the low valuation. The leases now in force bear 8 per cent interest and expire as follows:

In the fiscal year ending June, 1901.....	\$ 960.00
In the fiscal year ending June, 1902.....	2,080.00
In the fiscal year ending June, 1903.....	2,840.00
In the fiscal year ending June, 1904....	1,550.00
In the fiscal year ending June, 1905.....	560.00
In the fiscal year ending June, 1906.....	1,264.08
In the fiscal year ending June, 1907.....	800.00
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	\$ 10,054.08

The loans in the hands of Agent Knapp, at the beginning of the biennial period, aggregated \$44,150. Of this amount \$31,750 has been collected and transferred to the financial agency, leaving uncollected loans in the Knapp agency amounting to \$12,400. These loans are all payable before July 1, 1902. It is therefore probable that this part of the work of the agency will be closed out entirely during the next fiscal year.

(c) THE FINANCIAL AGENCY.

At the beginning of the biennial period there was a large uninvested balance in this agency due to the fact that the state law governing the investment of the endowment fund did not permit the trustees to make loans bearing less than 6 per cent interest, which was above the market rate at that time. This restriction was removed by the last general assembly, whereupon the board of trustees authorized the financial agent to loan the fund at the highest rate obtainable, provided such rate should not be less than 5 per cent per annum. The following is a summary of the transactions of the agency for the biennial period:

Uninvested balance July 1, 1899.....	\$ 98,250.95
Mortgage loans paid during the biennial period.....	219,088.57
Principal of landleases paid.....	26,921.87
Ringgold county tract patented.....	1,575.00
Transferred from Knapp agency (loans collected) .....	81,750.00
Railroad right of way damages.....	500.00

Making a total to be loaned of..... \$ 378,085.89

The agent has loaned,

On 6 per cent mortgages.....	\$ 28,550.00
On 5 per cent mortgages.....	343,800.00
	<hr/> \$ 370,850.00

Balance uninvested..... \$ 7,235.89

Of this balance there is,

In the hands of the state treasurer.....	\$ 1,135.89
In the hands of the financial agent.....	6,100.00
	<hr/> \$ 7,235.89

PRESENT CONDITION OF THE ENDOWMENT FUND.

The present condition of the endowment fund is as follows:

Land under lease at 8 per cent 2336.02 acres.....	\$ 10,054.08
Farm mortgages bearing 7 per cent interest.....	159,450.00
Farm mortgages bearing 6½ per cent interest.....	2,000.00
Farm mortgages bearing 6 per cent interest.....	161,750.00

Farm mortgages bearing 5 per cent interest .....	840,800.00
Polk County tract leased at \$83.....	2 418.55
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Total yielding income.....	\$ 676,472.68
Uninvested cash balance.....	7,235.89
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Total fund.....	\$ 688,708.52

The following table shows when the loans are payable:

Payable in the fiscal year ending June 30, 1901.....	\$ 72,850.00
Payable in the fiscal year ending June 30, 1902.....	181,550.00
Payable in the fiscal year ending June 30, 1903.....	124,600.00
Payable in the fiscal year ending June 30, 1904.....	71,150.00
Payable in the fiscal year ending June 30, 1905.....	155,000.00
Payable in the fiscal year ending June 30, 1906.....	67,950.00
Payable in the fiscal year ending June 30, 1907.....	41,400.00
	<hr/>
Total.....	\$ 664,000.00

A comparison of the books of the secretary of the board with the accounts of agents Knapp and Helsell, and the state treasurer, shows that these officers have accounted for the entire endowment fund under their charge.

## II. NEW BUILDINGS, IMPROVEMENTS, REPAIRS, AND STATE APPROPRIATION FOR THE PURCHASE OF PURE BRED STOCK.

Under this head are included:

- (a) Special appropriations by the Twenty-eighth General Assembly.
- (b) Appropriation of executive council on account of fire damage.
- (c) Annual appropriation for improvements and repairs as per Code of 1897.

The following are the special appropriations to the college made by the last general assembly:

General engineering hall.....	\$ 85,000.00
President's residence.....	10,000.00
Horse barn and stock pavilion.....	12,000.00
Purchase of pure bred stock.....	10,000.00
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Total.....	\$ 117,000.00

### GENERAL ENGINEERING HALL.

The trustees asked of the last legislature an appropriation of \$150,000 for an engineering hall. The sum of \$85,000 was granted with the understanding that the balance necessary to complete the building should be taken from the proceeds of the one-tenth mill tax allowed the college for buildings.

The board of trustees at its meeting in April, 1900, referred the matter of the employment of an architect for this building to

the building committee to report at the May meeting. Trustee Hungerford, reporting for the committee, stated that he had found, upon investigation, that plans, specifications, and detail drawings could be obtained of a competent architect for the sum of \$3,000.

After considerable discussion as to the best method of securing an architect, the board directed the heads of the engineering departments and the secretary of the board to invite competent architects to present, without cost to the college, plans for the new building. Rules were adopted governing the competition, of which the following are the most important.

1. The plans shall be for a building, the cost of which including heating, lighting, and plumbing, shall not exceed \$150,000.

2. The general type of construction, the materials, and other features shall be in accordance with the general specifications prepared by the college engineers.

3. Each competing architect shall submit the following drawings: Front elevation, side elevation, rear elevation, longitudinal section, transverse section, plans of each floor, perspective drawing.

4. With each set of plans there shall be submitted a set of general specifications, setting forth clearly all general structural features not shown on the drawings.

5. With each set of plans there shall be submitted a memoir not exceeding 2,000 words in length, setting forth succinctly the merits of the design.

6. All drawings, specifications, and memoirs shall be plainly marked with a motto or emblem, and shall be accompanied by a sealed envelope, having on the outside nothing but the same motto or emblem, and containing on the inside the name and address of the architect submitting them. No other clue to the identity of the architect shall appear on any of the drawings or documents submitted.

7. From the designs submitted the board of trustees, the president of the college, and the heads of the engineering departments of the college will select the design to be adopted and built, unless no design submitted shall be by them considered worthy of adoption. From the remaining designs the second and third will then be selected in a similar manner. After this the sealed envelopes will be opened and the names of the architects announced.

8. The architect of the adopted design will be employed as the architect of the building, and shall receive for his service the sum of \$2,500. The architect shall perform the usual duties of an architect in connection with the building except the superintendence of construction, which will be done by the college engineers. The right is reserved to consult the architect by mail at all times without extra charge. The architect shall visit the college for consultation at the opening of bids and during the construction whenever requested by the college, and shall receive therefor the sum of \$10 per day and traveling expenses.

The architects submitting the designs selected as second and third best shall receive respectively the sums of \$50 and \$25.

At a meeting of the trustees held later in the month designs were submitted by seven different architects. These designs and the memoirs accompanying them were carefully examined by a special committee consisting of three members of the board of trustees and the heads of the engineering departments, which committee explained to the full board the special features of each design. The three designs of highest merit were then selected in accordance with the rules governing the competition.

Upon opening the envelopes it was found that these designs had been submitted by the following architects:

Proudfoot & Bird, Des Moines.

Liebke, Nourse & Rasmussen, Des Moines.

Hallett & Rawson, Des Moines.

The board entered into contract with Proudfoot & Bird, allowing them the compensation promised in the rules under which the designs were submitted.

The completed plans and specifications prepared by the architects were, at a later meeting, approved by the board and bids advertised for, to be opened by the board in August.

The following are the bids on the completed building:

Capital City Brick and Pipe Co., Des Moines.....	\$188,786.00
Butler-Ryan Co, St. Paul, Minn.....	184,577.00
Peoria Stone and Marble Co., Peoria, Ill.....	188 253.00
John Volk & Co., Rock Island, Ill.....	185 065.00
Henry W. Schlueter, Chicago, Ill.....	161.800.00
Hennessey & Cox, St. Paul, Minn.....	175.709.00

Numerous other bids on portions of the work were submitted. All bids were referred to a special committee consisting of the architect and the heads of the engineering departments for comparison and report. The following is an extract from the report of this committee:

"Six bids for the complete work were submitted. Of these, five were for \$175,000 or over. The remaining bid, that of Henry W. Schlueter, of Chicago, was for the sum of \$161,800, complete as per specifications. By the substitution of expanded metal floor, this bid is reduced to \$154,800.

"Your committee report that it is impossible by any combination of the sub-bids to lower the above figure of \$154,800. In view of the wide difference in this bid and the next lowest, about \$20,000, and in view of the fact that Mr. Schlueter is a responsible party, we recommend the acceptance of the bid of \$154,800, presented by Henry W. Schlueter, of Chicago, Ill."

In his itemized bid, Mr. Schlueter had placed the painting at \$1,800. Mr. A. N. Harding's bid upon this portion of the work was the same in amount. The board decided to accept the bid

of Mr. Schlueter, to construct the building for \$153,000, exclusive of the painting, and to accept the bid of Mr. Harding to do the painting for \$1,800. Contracts were accordingly entered into with these parties upon the basis of these bids. In the contract with Mr. Schlueter the college was given the option, to be exercised on or before May 1, 1901, of substituting plate-glass for the double-thick glass specified, by adding \$3,000 to the contract price. The board has since exercised this option. The original contract has also been modified by substituting buff Bedford ashler for pressed brick in the facing of the building and the semi-porous hollow tile system of fire-proofing with corresponding structural steel work for the expanded metal system. With these modifications the engineering hall contracts stand as follows:

Henry W. Schlueter, original contract .....	\$153,000.00
Additional for plate-glass .....	3,000.00
Additional for stone facings .....	4,000.00
Additional for hollow tile system of fire-proofing...	2,500.00
	<hr/>
	\$162,500.00
A. N. Harding, painting .....	\$1,800 00
Proudfoot & Bird, architects .....	2,500 00
	<hr/>
Total .....	\$166 800 00

The following exhibit shows the amount of the engineering hall appropriation drawn from the state treasury, and the amount expended:

#### GENERAL ENGINEERING HALL.

##### RECEIPTS.

Amount of appropriation drawn from state treasury..... \$34,984.38

##### EXPENDITURES.

Advertising for bids and plans .....	\$ 98 40
Printing specifications .....	76.58
Express on plans .....	5.36
Superintendent's stenographer .....	43.83
Surveying .....	5.55
Architect's fees, part payment on contract .....	2,000 00
H. W. Schlueter, estimates to date .....	30,983.85
Sewer and drain .....	896 89
Waterworks extension and work on mains .....	392.48
Fire-proofing tests .....	222.46
Inspection .....	205.25
Grading, postage, and other miscellaneous items .....	53.48

Total expended .....	\$ 34,984.13
Balance in college treasurer's hands .....	.25

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\$ 34,984.38

The following shows the probable cost of the completed building:

Contracts already made.....	\$166,800.00
Expenditures to date outside of contracts as shown in foregoing exhibit, about.....	2,000.00
Estimated cost of superintendence and extras on building, including heading connections.....	6,200 00
Total .....	<u>\$175,000.00</u>

To meet this there will be available:

The special appropriation.....	\$ 85,000.00
Proceeds of one-tenth mill tax, first year.....	55 000 00
Part of proceeds of one-tenth mill tax, second year.....	85,000.00
Total .....	<u>\$175,000.00</u>

#### PRESIDENT'S RESIDENCE.

At the meeting of the board in May, 1900, the building committee was authorized to contract with Liebbe, Nourse & Rasmussen to prepare complete plans for the president's residence.

In the contract made under this authority, it was provided that the compensation of the architect should be 2 per cent of the cost of the execution of the work and \$13 per trip when called in consultation by the local superintendent. It was also provided that the architects should advertise for and secure bids; and in case the bids exceeded the appropriation available they were to modify the plans at their own expense until such modified plans should result in a satisfactory contract. The bids submitted were opened July 3d, and found in each case to exceed the appropriation by more than \$5,000. The architects were ordered to modify the plans, and the building committee was authorized to secure bids and let contract for an amount not exceeding the appropriation. Provision was made by the board to meet the expense of heating, lighting, plumbing, and water and sewer connections from the repair and improvement fund. The building committee reported to the board at its August meeting as follows:

"Your committee advertised for bids, and the same were opened August 2d, the bids being as follows:

Maine & McKee.....	\$ 12,826.00
J. E. Tusant.....	11,886.00
C. R. Cushman.....	10,067.75

"The specifications were modified to come within the amount set aside for the president's residence, and the bid of C. R. Cushman for \$10,000, being the lowest and best bid, was accepted. The bond of Mr. Cushman was fixed at \$5,000."



Professor Marston, college engineer, was appointed by the committee local superintendent. The building was constructed under his supervision and to his satisfaction. Final settlement has been made with Mr. Cushman.

The account with the appropriation stands as follows:

#### PRESIDENT'S RESIDENCE.

##### RECEIPTS.

Amount of appropriation..... \$ 10,000 00

##### EXPENDITURES.

Cushman's contract (in part) .....	\$ 9,757.75
Architect's fees.....	237.00
Advertising and express.....	5.25
Total.....	\$ 10,000.00

The following items have been charged to the improvement fund:

Balance of Cushman's contract.....	\$ 242.25
Extras—Cushman's contract .....	269.45
Des Moines Plumbing Co. contract for heating, plumbing and electric light wiring.....	1,850.00
Extra—for connecting radiators.....	19.00
Sewer connections.....	261.35
Waterworks connections.....	68.35
Surveying, telephone, and light.....	10.40
Total.....	\$ 2,720.80

This makes the total cost of the president's residence \$12,720.80.

#### HORSE BARN AND STOCK PAVILION.

The matter of procuring plans and specifications for this building was referred by the board to a special committee consisting of the members of the building committee, the chairman of the farm committee, and Professor Curtiss. The committee employed as architects Liebbe, Nourse & Rasmussen, agreeing to pay for the completed plans and specifications 2 per cent of the cost of the work. The first set of bids submitted to the board were rejected because greatly in excess of the appropriation. The second set, based upon revised plans, were as follows:

J. E. Tusant.....	\$15,600 00
W. M. Rich.....	14,909.00
G. Anderson .....	15,000.00
W. Starr.....	14,450.00
C. E. Atkinson.....	13,893 00
Maine & McKee.....	13,555 00

The bid of Maine & McKee was accepted, the board setting aside in addition to the state appropriation \$3,000 of the annual improvement fund to cover the balance of the Maine & McKee contract and the cost of painting, plumbing, and all other expenses necessary to the completion of the building. The bond of Maine & McKee was fixed at \$9,000. Professor Curtiss was appointed local superintendent. The building has been completed except in a few minor details, for which the sum of \$155.43 has been reserved from the contract price. The following is the summary of the account with the state appropriation.

HORSE BARN AND STOCK PAVILION.

RECEIPTS.

Amount of appropriation.....\$12,000 00

EXPENDITURES.

Maine & McKee, on contract.....	\$11 540.00
Architect's fee.....	288.70
Advertising for bids.....	24.95
Electric wiring .....	107.50
Procuring plans.....	88 80
Miscellaneous items.....	5 05
<hr/>	
Total.....	\$12,000.00

The following items have been charged to the annual improvement fund:

Maine & McKee, on contract.....	\$1,889 57
Main & McKee, extras on contract.....	110 48
Des Moines Plumbing Co.	
Plumbing, contract.....	600 00
Extras on boiler connections.....	40 00
Drainage and water connections .....	84.92
Lights .....	6.70
Repairs on gates, windows and doors.....	6.70
Minor items.....	.65
<hr/>	
Total .....	\$2,688.97

Adding this sum and the unpaid balance of the Maine & McKee contract to the state appropriation we have as the cost of the completed building \$14,844.40.

STATE APPROPRIATION FOR THE PURCHASE OF PURE BREED STOCK.

By order of the board of trustees, Professor Curtiss and the farm committee have had charge of the expenditure of this appropriation. The account stands as follows:

Amount of appropriation.....	\$10,000.00
Amount expended:	
Paid for stock purchased.....	8,554.00
Freight.....	139.12
Expenditures in purchasing stock.....	867.68
Total.....	\$ 9,000.80
Amount in the state treasurer's hands unexpended.....	999.20
Total.....	\$10 000 00

This concludes the statement of the expenditure of the special appropriations of the Twenty-eighth General Assembly.

#### STATE PROVIDENTIAL FUND.

By the burning of a portion of the main college building, in December, 1900, several departments were deprived of recitation-rooms and offices, and the botanical department was greatly crippled by the loss of valuable apparatus and collections. In the emergency the college asked aid of the executive council. The state architect made an examination of the main building, and submitted to the board of trustees a written statement of his conclusions, which will be found on page 8 of this report.

Acting along the line of the architect's recommendations the board petitioned the executive council for an appropriation from the state providential (or contingent) fund to temporarily repair the main building. In addition they asked for an amount sufficient to erect a building for the temporary accommodation of the departments deprived of quarters, purchase for them necessary furniture, and render to the botanical department such special assistance as the fund would permit. After a personal inspection of the situation and a conference with the board of trustees, the council made to the board the following appropriations, to be expended on itemized and verified bills, approved by the trustees and also by the council:

For the erection of an economically constructed, flat-roofed wooden building of ten rooms, upon plans to be approved by the council, heating plant being included.....	\$10,403.30
For the repair of the remaining portion of the main building for temporary use.....	3,500.00
For necessary furniture.....	1,800.00
For the botanical department as a nucleus for re-equipment.....	1,200.00
Total.....	\$16,903.30

The council afterwards authorized the board to employ any balance not needed in the second and third items in completing

the recitation-room building. Plans for this building—known as emergency hall—were drawn by Architect Liebbe and approved by the board and the executive council. Bids for its erection were submitted to the board on January 3, 1901. H. W. Schlueter being the lowest bidder was awarded the contract, the building to be completed by February 5th. The contract price was \$8,000, with the proviso that the contractor should forfeit \$100 for every day that the building should remain uncompleted after February 5th, and receive a premium of \$50 for each full day that the building should be completed prior to that date. The amount paid under the contract was \$8,200. Professor Bissell was chosen to represent the board in superintending the erection of the building. He was also given charge of the installation of the heating and lighting plant, and the superintendency of the repairs of the main building, which from the nature of the work could not well be done by contract. The building committee of the board had special charge of the purchase of furniture and a general oversight of the expenditure of the entire appropriation. All bills before payment were signed by the local superintendent, the chairman of the building committee, the auditing committee of the college, and the members of the executive council. The amount and character of the expenditures under this appropriation are shown in the following exhibit:

STATE PROVIDENTIAL FUND APPROPRIATION.

RECEIPTS.

Amount received from state treasurer.....\$16,909.58

EXPENDITURES.

Emergency Hall:

H. W. Schlueter, contract for erection of building..	\$ 8,200.00
Architect's fees.....	200.00
Advertising for bids.....	6.00
Preparing foundations.....	87.62
Steam heating plant and plumbing.....	2,050.40
Wiring for electrical light.....	64.08
Telephone messages.....	1.80
	<hr/>
	\$ 10,559.90

Repairing south wing of main building for temporary use:

Labor and materials.....	\$ 2,259.99
Steam heating.....	951.05
Electric lights.....	147.79
	<hr/>
	\$ 3,358.83
Furniture for recitation rooms, laboratories, and department offices in emergency hall and in main building.....	\$ 1,789.57

## Botanical department:

Remounting damaged specimens.....	228.46	
Repairing cases .....	302.94	
Laboratory supplies.....	448.49	
Microscopes and other necessary apparatus.....	825.11	
	<hr/>	1,200.00
Amount returned to state treasurer.....		1.28
		<hr/>
Total.....		\$ 16,909.58

## (c) ANNUAL REPAIR AND IMPROVEMENT APPROPRIATION.

Prior to the Code of 1897 the state provided for the maintenance of the college-plant at Ames by annual appropriations for repairs and improvements aggregating \$18,500. These appropriations were combined by the Code, section 2674 of which, reads as follows:

*"Appropriations.*—For the repairs, general improvements, and current expenses of the State College of Agriculture and Mechanic Arts, in its several departments and chairs, and in aid of the income fund, the sum of \$18,500 is annually appropriated out of any money in the state treasury not otherwise appropriated."

It has always been the policy of the trustees to employ this annual fund in keeping the college buildings in repair, in replacing and repairing furniture; and in making such general improvements as the immediate necessities of the case seemed in their judgment to require. There are forty-five buildings on the college-grounds, valued at nearly half a million dollars; and their maintenance and improvement have made demands upon the fund largely in excess of its ability to meet. The account for the last two years stands as follows:

## RECEIPTS.

Balance of annual appropriation for year ending June 30, 1899..	\$ 5,987.71
Amount of appropriation for the year ending June 30, 1900....	18,500.00
Amount of appropriation for the year ending June 30, 1901, drawn from state treasury.....	18,422.99
	<hr/>
Total.....	\$ 42,910.70

## EXPENDITURES.

## Agricultural hall:

Completing the agricultural museum.....	\$ 834.40
Fire escapes.....	77.83
Repairing office rooms.....	11.75
Basement approaches.....	86.41
Completion of pathological laboratory.....	418.22
Repair of boiler and boiler-house .....	267.20

Extension of heating plant.....	103.13	
Office furniture, polishing floors, and other repairs for the horticultural rooms.....	90.78	
Office furniture for animal husbandry department.....	28.50	
Fitting up agricultural physics room.....	43.67	
Fitting up live stock room for hospital, and building storm shed.....	109.87	
Fitting up agricultural and horticultural society rooms	48.30	
General repairs on building .....	62.10	
	<hr/>	\$ 1,632.16

Farm buildings and improvements:

Fencing and tiling.....	\$ 1,659.19	
Repairs on station cottage .....	214.65	
Repairs on cattle barn.....	157.09	
Painting farm buildings.....	897.10	
Completing new horse barn.....	2,697.82	
Barnyard tanks and boxing the same.....	78.12	
Repairs on foreman's cottage.....	42.40	
Repairs on north bridge.....	24.10	
Repairs on farm cottage .....	65.87	
Repairs in horse barn, experiment station barn, and wagon and station sheds.....	414.51	
Surveys for farm drainage.....	52.98	
Repairing barns and hog house, and other general repairs.....	104.71	
	<hr/>	\$ 5,908.74

Creamery:

Cream vats.....	\$ 200.47	
Buttermilk pipes.....	98.75	
Fitting up and repairing farm dairy room.....	146.42	
New radiators.....	24.50	
Boiler, boiler-room drain, and arch.....	64.79	
Test. engine and main creamery rooms.....	154.28	
Gas machine.....	857.37	
Fitting up bacteriological laboratory.....	247.45	
Sewer.....	16.15	
General repairs.....	126.26	
	<hr/>	\$ 1,431.44

Chemical and physical building:

Chemical laboratory repairs and improvements.....	\$ 113.98	
Plumbing and sinks in physical department .....	85.09	
Blackboard and repair of floor in physical department.	84.74	
General repairs in physical department.....	6.75	
General repairs in chemical department.....	14.32	
	<hr/>	\$ 304.88

Engineering buildings:

Foundry.....	\$ 65.01
Grease extractors.....	56.95

Shed for locomotive presented by the C. & N. W. Ry.	497.45	
Boiler and setting the same.....	1,440.36	
Steam hammer.....	348.81	
Completing hydraulic laboratory.....	50.95	
Repairs on old pump-house.....	100.79	
Repairs on power station.....	25.80	
Cementing west entrance to engineering hall.....	32.00	
New engineering hall (plans, etc.).....	164.24	
General repairs.....	104.55	
	— — — —	\$ 2,881.91

## Main building:

Recitation-rooms for the department of English....	183.05	
Herbarium cases and tables for botany department.	117.00	
Lockers, specimens, cases, and repairs for the botany department.....	162.56	
Hard-wood floor in office of botany department....	17.03	
Fuel in winter vacation for botany department....	19.25	
Boiler-house roof.....	385.80	
Mathematical rooms.....	760.60	
Repairs on roof, gutters, and elevator.....	54.58	
Grates over areas and storm-sheds.....	100.90	
Repairs on Welch society room.....	25.28	
Calcimining rooms in main building.....	105.00	
Sinks and closets in south wing.....	145.56	
General repairs.....	111.76	
	— — — —	\$ 2,187.31

## Morrill hall:

Venetian blinds for chapel and library.....	\$ 246.10	
Repairs on walls.....	135.65	
Typewriter for department of geology and mining..	92.50	
Apparatus for department of mining.....	53.50	
Gas machine.....	56.85	
Screens, shelf, tank, and tables for zoology department.....	237.26	
Repairs of a room for a bindery and library .....	29.14	
Lockers .....	7.50	
Fitting up a laboratory for ceramics.....	605.39	
Storm-windows, pointing keystone, repairs of gutters, and other general repairs.....	82.57	
Repairs of pipe-organ.....	33.70	
Library rugs .....	291.94	
	— — — —	\$ 1,872.09
Professors' houses.....		2,659.03

## Furniture:

Class-room chairs and tables (including cartage and freight).....	\$ 540.09	
Library chairs.....	76.68	
Margaret hall.....	193.88	

Furniture for professors' offices.....	69.50	
Veterinary department desk.....	50.00	
Domestic economy department.....	114.28	
Department of English.....	161.12	
Chapel chairs.....	87.00	
Department of geology and mining.....	33.76	
Main building.....	48.66	
Office of Professor Curtiss.....	18.50	
	<hr/>	\$ 1,888.42

### Horticultural department:

Greenhouse repairs, center bench, table, and glazing roof.....	247.42	
Foreman's house.....	138.98	
New horticultural building.....	166.86	
	<hr/>	\$ 547.71

### Margaret hall:

Decorating walls of reception room.....	\$ 89.75	
Preceptress' room.....	176.98	
Plastering kitchen and servants' hall.....	78.40	
General repairs.....	214.60	
	<hr/>	\$ 509.73

### College hospital:

Remodeling building.....	\$ 1,788.90	
Plumbing and gas-fitting.....	549.00	
Gas machine and fixtures.....	518.86	
Furnaces.....	365.00	
Furniture.....	187.90	
Miscellaneous repairs.....	16.91	
	<hr/>	\$ 3,421.57

### Veterinary department:

Dissecting tables (2).....	\$ 82.75	
Counter and shelves.....	18.75	
General repairs.....	41.98	
	<hr/>	\$ 93.48

### Fire station:

Extinguisher and apparatus.....	\$ 175.24	
General repairs and expenses.....	17.31	
	<hr/>	\$ 192.55
Maintenance of sewage disposal plant.....	602.56	
Maintenance and extension of sewer.....	394.71	
Hydrant boxes.....	38.70	
Repair and improvements of music hall.....	208.89	
Experimentation.....	1,550.04	



Fire and lights repairs .....	2,358.52
Heating, plumbing, water connections, and sewer for president's residence.....	2,720.80
President's barn.....	500.00
Installation of clock and minor repairs on tower.....	94.64
Lighting plant extension.....	2,835.50
Survey of campus residence lots.....	98.44
Campus maps.....	10.80
Office building repairs .....	23.95
Cottage repairs.....	98.62
Papering, painting, extending electric lights, and general repairs of house rented to Faculty club .....	128.49
Salary of J. F. Cavell, custodian of buildings.....	700.00
Wages of college carpenter.....	275.00
Emergency hall, curtains and general repairs.....	67.14
Boiler insurance.....	288.00
Purchase of houses used as detention hospitals.....	503.89
Watchman's clock.....	89.89
Telephone repairs.....	26.15
Account books, stationery, stamps, and other minor repair fund expenses.....	68.55
Total.....	<u>\$42,910.70</u>

There is an unexpended balance of the fund for last year in the state treasurer's hands of \$77.01, which, added to the annual appropriation, makes the amount available for the present fiscal year \$18,577.01. Of this amount the following sums have already been set aside by the trustees for the purposes specified below:

Unpaid bills.....	\$ 255.00
Balance due on contract for erection of horse barn and stock pavilion.....	155.43
Fixtures for mathematical recitation-room.....	100.00
Repairs on east boarding cottage.....	300.00
Mechanical department repairs.....	45.00
Fire escapes on Margaret hall.....	100.00
Painting, electric light fixtures, screens and cistern for president's residence.....	258.00
Salary of custodian of buildings .....	600.00
Repairs on heating, lighting, and water supply plants.....	750.00
Maintenance of sewage disposal system.....	350.00
Sewer maintenance.....	50.00
Wages of college carpenter, repair and purchase of furniture, and minor current repairs on college buildings (estimated) .....	1,700.00
Horticultural laboratory in connection with greenhouses.....	6,000.00
Plastering cheese curing room at creamery.....	50.00

Creamery boiler and setting the same.....	600.00
Repair of Creamery engine.....	100.00
Minor creamery repairs.....	75.00
Farm fencing.....	250.00
Enlarging sheep barn.....	325.00
Repairing north farm bridge.....	210.00
Grading down, leveling and seeding college gravel pit.....	100.00
Partition in director's office.....	30.00
Repairs on farm house cistern.....	25.00
Filing cases for president's office.....	75.00
Typewriter for secretary's office.....	65.00
Library shelves \$15; repairing flag pole \$20.....	35.00
Bookcase for department of English.....	14.00
Painting water tank and tower.....	525.00
<b>Total appropriated...</b>	<b>\$13,142.43.</b>

This leaves of the fund an unappropriated balance of \$5,434.58. The board referred to the building committee the following additional items, with power to act but with instructions to reserve \$3,000 subject to the future orders of the board:

Painting greenhouse.....	\$ 275.00
Rearrangement of rooms in veterinary hospital.....	75.00
Veterinary museum repairs.....	75.00
Stall for dental operations, veterinary hospital.....	50.00
Piping and foundation for machinery, mechanical engineering department.....	200.00
Floor in machine shop.....	100.00
Stairs in machine shop.....	75.00
Herbarium cases for botanical department.....	230.00
Lockers for zoological laboratory.....	100.00
Farm cottage repairs.....	55.00
Varnishing floors in Margaret hall.....	50.00
Telephone for domestic economy department.....	30.00
Repairs on south hall.....	45.00
Plastering ceiling in boiler-room of Margaret hall.....	15.00
Repairs on Morrill hall.....	300.00
Various repairs recommended by the custodian of buildings.....	530.00
Additional fire extinguishers.....	300.00
Lighting and heating bulletin room; vestibule for treasurer's office	40.00
Repairs on book department building...	75.00
Gas machine for department of domestic economy.....	550.00
<b>Total.....</b>	<b>\$3,170.00</b>

The following items, many of which were considered urgent, were listed for future action:

Fitting up additional rooms for agricultural chemistry.....	\$1,500.00
Addition to veterinary hospital.....	500.00
Locomotive test plant.....	500.00

Equipment for astronomical observations in civil engineering department.....	800.00
Barn for horticultural department.....	2,500.00
Fitting up rooms for physical laboratory work-shop.....	500.00
Electric light extension to professor's residences.....	300.00
Extension of sewage disposal plant.....	1,000.00
Total.....	<u>\$7,600.00</u>

It will be noticed that the entire list of needed repairs and improvements largely exceeds the amount available.

The needs of the college, in the line of buildings and improvements, requiring legislative action, are fully set forth in the report of President Beardshear.

### III. THE EXPERIMENT STATION FUND.

The experiment station receives from the national government an annual fund of \$15,000 for its maintenance and support. The scope of its work is outlined in the national law as follows:

"It shall be the object and duty of said experiment stations to conduct original researches or verify experiments on the physiology of plants and animals; the diseases to which they are severally subject, with the remedies for the same; the chemical composition of useful plants at their different stages of growth; the comparative advantages of rotative cropping as pursued under a varying series of crops; the capacity of new plants or trees for acclimation; the analysis of soils and water; the chemical composition of manures, natural or artificial, with experiments designed to test their comparative effects on crops of different kinds; the adaptation and value of grasses and forage-plants; the composition and digestibility of the different kinds of food for domestic animals; the scientific and economic questions involved in the production of butter and cheese; and such other researches or experiments bearing directly on the agricultural industry of the United States as may in each case be deemed advisable, having due regard to the varying conditions and needs of the respective states or territories."

While the experiment station is a department of the college and as such is under the general control of the board of trustees, its immediate management is in the hands of a director and a board of direction. The rules of the trustees governing the station, as lately revised, are as follows:

1. The president of the college, the director of the station, and the heads of the sections of agriculture, horticulture, agricultural chemistry, entomology, botany, veterinary science, animal husbandry, and dairying, shall constitute a board of direction.

The director shall be the executive officer of the station.

The board of direction shall hold semi-annual meetings two weeks previous to the June and December meetings of the board of trustees.

Other meetings may be held at the call of the director of the station or the president of the college.

2. The working staff of the station shall consist of the director of the station and the professors or the heads of the sections of agriculture, horticulture, agricultural chemistry, entomology, botany, veterinary science, animal husbandry, dairying, and their assistants.

3. Competent assistants shall be employed in such sections of the station as require them, and when employed shall be under the control and direction of the head of the section to which they are respectively assigned. It shall be their duty to carry on the work assigned to them in the said section, and they shall receive due credit in the bulletin for the same.

4. The plan of experimentation devised by the heads of sections and their working staff, and the estimated expense of conducting the same, shall be submitted to the director of the experiment station at least one week previous to the June meeting of the board of direction. The heads of the various sections of the station shall also at the same time submit to the director of the experiment station an outline of all experimental work contemplated during the ensuing year, together with an estimate of the funds necessary to carry on such work, the assistants or help necessary for conducting the work, and the compensation for the same. In cases of emergency or when desirable to take up additional work during the year, the head of the section wishing to take up such work shall consult with the director and present an outline and the expense of such additional work, for approval.

5. If, in the judgment of the director of the station, the funds, or any part of the funds, appropriated to any section are not needed for work contemplated or are not being properly used, the director may refer the matter to the agricultural committee of the board for reapportionment of such funds.

6. It shall be the duty of the heads of sections to recommend to the director of the experiment station, one week previous to the June meeting of the board of trustees, the number of assistants needed in his section, their compensation, and to recommend candidates for the position.

7. When it becomes necessary for any section of the station to have any additional scientific assistants, or in case of vacancies, and the work of the station may be delayed by waiting for the regular meeting of the board of trustees, such assistants may be selected by a committee consisting of the president of the college, the director of the station, and the head of the section for which such additional help is asked, their selection to be submitted to the board of trustees at its next meeting.

8. The director of the experiment station shall submit to the board of trustees through the president of the college, at its annual meeting in June, an outline of the experimental work to be conducted by the several sections of the experiment station during the ensuing year, and an estimate of the expense for the work of each section, and the general and incidental expenses, the number of assistants to be employed in each section, and the compensation for each. The director shall also report to the board of trustees all recommendations of the station board of direction and all other matters of direct interest concerning the work of the experiment station.

9. The several sections of the station shall report the condition of experimental work in progress when called upon by the director of the sta-

tion or the board of direction, and shall submit to the director of the station and the board of direction reports of such investigations, when finished, for publication in the station bulletins. These bulletins shall be published quarterly or oftener. Such reports of experiment station investigations shall be confined to original research matter, except in such cases as the director may see fit to make exceptions; but all material before being used in the bulletin shall be read before the board of direction for its approval.

10. The duties of the director shall be advisory and executive. It shall be his duty to examine the work of each section so as to be advised personally of the character of the work done and in progress, and to revise and arrange such details as will make the whole experimental work uniform and conducive to the best results in experimental agriculture; and, where two or more sections are at work jointly upon experiments or investigations, it shall be his duty to see that they work in harmony, and in case of any disputes he shall be the final arbiter. He shall have charge of and conduct the general correspondence of the station, see to the publication and distribution of the bulletins, and perform such other duties as shall be assigned by the board of trustees. The director of the station shall approve and audit all bills to be paid from station funds. All action taken by the director of the station or the board of direction relating to the work and management of the experiment station shall be subject to the approval of the president of the college and the board of trustees.

11. The experimental station shall use such land as shall be assigned to it by the board of trustees for experimental work.

12. The board of trustees or the professor of agriculture shall assign such farm tools, machinery, stock, materials, labor, and teams for the use of the station as he may be able to do, without interfering with the college work in his department.

13. The station library shall not be fitted up or equipped with station funds except by special vote of the board of trustees, but all purchase of books or periodicals for station use shall be purchased in the usual way, through the college library.

The expenditure of the station fund is subject to the most stringent regulation by the national law. No portion of it can be used for educational purposes; it must be kept entirely separate from all other funds and accounted for by detailed report to the agricultural department at Washington. The following is a summary of these reports for the biennial period:

IOWA AGRICULTURAL COLLEGE EXPERIMENT STATION,

*In account with the United States appropriation, 1899-1900:*

DR.

To receipts from the treasurer of the United States as per appropriation for the biennial period ending June 30, 1901, as per act of congress, approved March 2, 1887..... \$30,000.00

	CR.		
		For fiscal year 1899-1900.	For fiscal year 1900-1901.
By salaries.....		\$ 8,181.96	\$ 7,491.82
Labor.....		2,318.71	2,210.36
Publications .....		1,471.18	1,127.75
Postage and stationery.....		422.64	454.73
Freight and express.....		238.12	361.98
Heat, light and water.....		288.24	511.92
Chemical supplies.....		838.75	221.23
Seeds, plants and sundry supplies.....		565.69	505.73
Fertilizers .....		2.10	.....
Feeding stuffs.....		521.80	536.11
Library .....		4.05	15.62
Tools, implements, and machinery .....		65.65	243.47
Furniture and fixtures.....		72.65	109.13
Scientific apparatus.....		305.96	539.39
Live stock.....		104.95	534.85
Traveling expenses .....		37.82	32.23
Contingent expenses.....		26.25	10.00
Buildings and repairs.....		33.48	93.68
Total .....		\$15,000.00	\$15,000.00

The income of the station from sales during the past two years has been as follows:

For the year ending June 30, 1900.....	\$2,829.67
For the year ending June 30, 1901.....	2,476.49
Total.....	\$5,306.16

This income is used for the same purposes as the appropriation but by a ruling of the agricultural department is not included in the report to the national government. While the appropriation itself must be entirely expended each year the income from sales is not subject to this restriction. The balance to the credit of this portion of the fund at the close of the biennial period was \$53.59.

During the past two years the board has aided the work of the station by an appropriation from the state improvement fund of \$1,550. For the coming year it has placed an emergency fund of \$1,000 at the disposal of the professor of agriculture to be used at his discretion in the station or in other lines of agricultural work. This is in addition to the regular appropriations to the agricultural department. The government fund for the year has been divided as follows:

1. Salaries of station staff.....	\$ 5,025.00
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## 2. Salaries of assistants:

Assistant in agricultural section.....	\$ 200.00	
Assistant in botanical section.....	300.00	
Assistant in chemical section.....	400.00	
Assistant in dairy section.....	400.00	
Assistant in entomological section.....	400.00	
Assistant in horticultural section.....	400.00	
	-----	\$ 2,100.00

## 3. Bulletins, for printing and distribution.....

1,500.00

## 4. Appropriations for sections:

Agricultural section (including building fund, repairs, and improvements).....	\$ 2,890.00	
Botanical section.....	250.00	
Chemical section.....	600.00	
Dairy section.....	500.00	
Entomological section.....	275.00	
Horticultural section.....	625.00	
Veterinary section.....	500.00	
	-----	\$ 5,140.00

5. General expenses ..... 500.00

6 Artist..... 375.00

7. Stenographer ..... 360.00

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Total..... \$ 15,000.00

The experiment stations are inspected each year by a government inspector. In his report he gives the one at Ames high credit for the work it has done and the care with which it has handled its funds. While the high character of the work of the station merits this commendation and has received general recognition, the value of its service to the state would be greatly enhanced if it were supplied with the means sufficient to widen the scope of its investigations and thus meet more fully the demands of the agricultural interests. To this end the board asks the legislature to supplement the government appropriation by placing at the disposal of the station an additional annual fund of \$25,000.

## IV. THE COLLEGE SUPPORT FUNDS.

It should be borne in mind that the experiment station fund cannot, under the national law, be used for educational purposes. It constitutes no part of the support fund of the educational departments of the institution. Neither is the state appropriation for repairs and improvements logically a part of that fund.

The educational departments may be considered as deriving their support wholly from the following sources:

1. Interest on national endowment fund.

- 2. Annual appropriation by national government.
- 3. Annual appropriation by the state.

The income from these sources during the past two years has been as follows:

	Income 1899-1900	Income 1900-1901
Interest on endowment fund.....	\$ 41,819.27	\$ 43,801.05
Morrill fund.....	25,000.00	25 000.00
State fund.....		25,000.00
Totals.....	\$ 66,819.27	\$ 93,801.05

The expenditures for instruction and administration, current expenses, equipment of the departments, and general college expenses for the fiscal year ending June 30, 1900, were as follows:

SUPPORT FUND EXPENDITURES 1899-1900.

Instruction and administration:

Salaries charged to salary roll.....	\$ 35,917.56
Salaries of assistants charged to department accounts.....	15,028.54
	\$ 50,946.10

Current expenses and equipment of departments:

Agriculture, including credit for the purchase of exhibition stock.....	\$ 2,688.18
Creamery.....	918.18
Dairy.....	168.51
Horticulture.....	1,495.74
Veterinary science.....	841.71
Mechanical engineering.....	999.06
Civil engineering.....	1,849.66
Physics and electrical engineering.....	1,408.51
Mining engineering.....	299.97
Geology.....	200.00
Military science.....	107.75
Agricultural chemistry.....	526.11
English and rhetoric.....	200.00
Chemistry.....	447.40
Zoology.....	289.88
Pathology.....	49.72
Histology.....	2.30
Botany.....	849.88
Mathematics and secretary's office.....	96.49
Political economy.....	66.72
Domestic economy.....	291.28
Music.....	830.81
Library.....	1,555.29
	\$ 14,183.11



## General expenses:

Sabbath services.....	\$ 445.76	
Public grounds.....	1,125.85	
Public rooms—heating, lighting, and janitor service	64.75	
Tower clock.....	1,805.00	
Contingent expenses.....	6,963.59	
	<hr/>	\$ 9,904.95
Total.....		<hr/> \$ 75,034.16

It will be noticed that the expenditures exceeded the income for this year by \$8,214.89, thus reducing the cash balance to the credit of the support funds from \$10,709.87 to \$2,494.98.

The expenditures for the fiscal year ending June 30, 1901, chargeable to the support funds were as follows:

## SUPPORT FUND EXPENDITURES 1900-1901.

## Instruction and administration:

Salaries charged to salary roll.....	\$ 42,188.11	
Salaries of assistants charged to department accounts.....	17,557.34	
	<hr/>	\$ 59,695.45

## Current expenses and equipment of departments:

Agriculture, including credit for purchase of exhibition stock.....	\$ 2,223.74	
Creamery.....	990.94	
Dairy.....	221.01	
Horticulture.....	1,027.99	
Veterinary science.....	304.82	
Mechanical engineering.....	1,200.00	
Civil engineering.....	1,897.65	
Physics and electrical engineering.....	1,498.50	
Mining engineering.....	399.94	
Geology.....	199.53	
Military science.....	99.96	
Agricultural chemistry.....	486.78	
English and rhetoric.....	299.77	
Chemistry.....	430.71	
Zoology.....	399.18	
Pathology.....	48.70	
Histology.....	45.47	
Botany.....	521.94	
Mathematics and secretary's office.....	147.02	
Domestic economy.....	238.70	
Music.....	88.56	
Library.....	1,947.43	
	<hr/>	14,257.83

General expenses:		
Sabbath services.....	416.75	
Public grounds.....	1,276.83	
Public rooms—heating, lighting, and janitor service.	4,016.05	
Contingent expense.....	6,499.28	12,208.91
		<hr/>
Total .....		\$ 86,162.19

The cash account of the support funds for this year shows as follows:

CR.		
Balance at the beginning of the year.....	\$ 2,494.98	
Sale notes belonging to the fund, paid.....	211.47	
Loan to farm for purchasing stock, paid.....	622.65	
		<hr/>
		8,869.10
Income from national and state sources.....		93,801.05
		<hr/>
Total .....		\$ 97,170.15
DR.		
Expenditures as shown above.....		86,162.19
Balance of support fund on hand.....		11,007.96
		<hr/>
Total .....		\$ 97,170.15

Bills for the compendiums and catalogue for last year, as yet unpaid, amounting to \$2,298.15 will reduce the available balance to \$8,709.81.

The income for this year was much above normal for the reason that it included a considerable amount of delinquent interest. With more than \$600,000 loaned there is now only about \$1,000 of interest due and unpaid. This is the least amount ever reported. The receipts for the past year under normal conditions would have been about \$89,000. If all interest falling due during the coming year is paid, the income will be in the neighborhood of \$88,000. Granting that it will be safe to reduce the working balance to \$3,000, there will be about \$94,000 available to meet the year's expenses.

The budget for the year as fixed by the board is as follows:

APPROPRIATIONS FOR 1901-1902. FROM SUPPORT FUNDS.		
Instruction and administration:		
Salaries chargeable on salary roll.....	\$ 45,458.32	
Salaries to be charged to department accounts.....	19,705.00	
		<hr/>
		65,163.32
Department expenses and equipment:		
Agriculture.....	2,100.00	
Emergency fund to be used in station or agriculture at the discretion of the professor of agriculture.....	1,000.00	

Dairy.....	180.00
Creamery.....	\$ 1,007.00
Horticulture.....	1,150.00
Veterinary science.....	500.00
Mechanical engineering.....	1,200.00
Civil engineering.....	1,800.00
Physics and electrical engineering.....	1,200.00
Mining engineering.....	500.00
Geology.....	300.00
Military tactics.....	100.00
Agricultural chemistry.....	500.00
English.....	400.00
General chemistry.....	500.00
Zoology.....	400.00
Botany.....	525.00
Mathematics and secretary's office.....	200.00
Political economy.....	75.00
Domestic economy.....	300.00
Music.....	125.00
Library.....	1,950.00

\$ 16,005.00

General expenses:

Sabbath services.....	450.00
Public grounds.....	1,400.00
Public rooms—heating, lighting, and janitor service	4,000.00

Contingent expense:

President's private secretary.....	\$ 840.00
Clerk hire in president's office.....	400.00
Catalogues and compendiums.....	1,100.00
Advertising.....	200.00
Stationery, printing, and postage.....	2,000.00
Telephone service.....	80.00
Ringinɡ chimes.....	100.00
Mail service.....	270.00
Proctors.....	320.00
Preceptress fund.....	150.00
Clerk's for treasurer's office.....	600.00
Emergency fund.....	150.00
Advertising in "Student".....	50.00
Advertising in "Bomb".....	50.00
Advertising in the "Iowa Engineer".....	50.00
Commencement address.....	100.00
Agricultural college association fee.....	10.00
Institute fund.....	50.00
Commencement expenses.....	20.00
Department of history.....	50.00
Insuring treasurer's safe and balances....	9.00

Stationery for Professor Budd.....	15.00	
Excursions to college.....	200.00	
Total.....	\$ 6,814.00	\$ 12,664.00
Total appropriated.....		\$ 93,832.32

The salary roll as fixed for the coming year is as follows:

W. M. Beardshear, president.....	\$ 4,850.00
E. W. Stanton, mathematics and economic science, secretary of the board of trustees.....	2,400.00
J. R. Lincoln, military science.....	1,000.00
A. A. Bennett, chemistry.....	1,800.00
L. H. Pammel, botany, station botanist.....	2,000.00
G. W. Bissell, mechanical engineering.....	1,700.00
A. Marston, civil engineering, college engineer.....	2,000.00
J. B. Weems, agricultural chemistry, station chemist.....	1,600.00
C. F. Curtiss, agriculture, director of experiment station.....	3,000.00
Miss Lizzie May Allis, French and German.....	1,200.00
L. B. Spinney, physics and electrical engineering.....	1,500.00
W. J. Kennedy, animal husbandry.....	2,000.00
S. W. Beyer, geology and mining engineering.....	1,700.00
A. B. Noble, rhetoric and English literature.....	1,600.00
H. E. Summers, zoology, station entomologist.....	1,600.00
A. M. Newens, elocution and public speaking.....	1,200.00
J. J. Repp, pathology and therapeutics.....	1,200.00
G. L. McKay, dairying.....	1,800.00
O. H. Cessna, history and ethics.....	1,850.00
L. H. Klein, veterinary medicine and sanitary science, physiology	1,200.00
J. N. McNeall, anatomy, and principles and practice of surgery	1,200.00
Miss Mary A. Sabin, domestic economy.....	1,200.00
H. C. Price, horticulture, station horticulturist.....	2,000.00
W. H. Meeker, mechanical engineering.....	1,600.00
C. W. J. Neville, civil engineering.....	1,200.00
B. S. Lanphear, physics and electrical engineering.....	1,400.00
Mrs. M. H. Kilbourne, preceptress.....	900.00
Dr. W. E. Harriman, college physician.....	1,100.00
Miss Maria M. Roberts, mathematics.....	1,000.00
Jas. Atkinson, agriculture and experiment station.....	1,000.00
H. Knapp, college treasurer and recorder, and station treasurer	1,250.00
Total salaries on salary roll.....	\$50,550.00

Of this amount \$5,025 are charged to the experiment station, including \$800 of the salary of Director Curtiss; \$600 each of the salaries of Professors Weems, Repp, and Atkinson; \$900 of the salary of Professor Kennedy; \$675 of the salary of Professor Price; and \$250 of the salary of Professor Knapp.

Houses on the college grounds are occupied by President

Beardshear and Professors Curtiss, Noble, Summers, Stanton, Weems, Marston, Bissell, McKay, Atkinson, and Edgerton. Their annual rental is considered by the board to be equivalent, on the average, to \$200.

It will be noticed that the aggregate of the salary list differs somewhat from the salary appropriation for the fiscal year. This is due to the fact that the salary year begins September 1st, and changes made do not, in general, go into effect until that time; while the salary appropriation runs for the year beginning July 1st.

The following is a list of instructors and assistants for the ensuing year, with the salary of each, and the fund from which it is paid.

	Experiment Station.	Support Funds.	Total
J. J. Edgerton, farm foreman.....		\$ 900.00	\$ 900.00
F.R. Marshall, assistant in animal husbandry	\$ 200.00	200.00	400.00
———dairy, dairy section of station.....	400.00	400.00	800.00
A. T. Erwin, assistant in horticulture .....		800.00	800.00
Al. Deubendorfer, gardener.....		600.00	600.00
W. L. Johnson, house surgeon.....		200.00	200.00
Carl W. Gay, assistant in veterinary science		600.00	600.00
T. Lennox, assistant in mechanical engineering .....		1,080.00	1,080.00
E. C. Potter, assistant in mechanical engineering.....		810.00	810.00
E. C. Boutelle, assistant in mechanical engineering... ..		765.00	765.00
W. M. Wilson, assistant in mechanical drawing.....		500.00	500.00
Miss Elmina Wilson, assistant in civil engineering.....		800.00	800.00
E. B. Tuttle, assistant in physics and elec- trical engineering.....		300.00	300.00
L. E. Young, assistant in geology and mining engineering .....		900.00	900.00
I. A. Williams, assistant in geology and mining engineering .....		700.00	700.00
C. E. Gray, assistant in agricultural chemistry .....		400.00	400.00
Miss Bessie Larrabee, assistant in English..		650.00	650.00
Miss Elizabeth Maclean, assistant in English		650.00	650.00
Miss Ida Simonson, assistant in English...		650.00	650.00
Miss Helen Reed, assistant in English.....		600.00	600.00
Miss Lola Placeway, assistant in chemistry		650.00	650.00
Miss Hazel Beardshear, assistant in chemistry.....		400.00	400.00
Miss Grace Norton, assistant in French and German .....		600.00	600.00

	Experiment Station.	Support Funds.	Total
E. A. Pattengill, assistants in mathematics.		800.00	800.00
Miss Julia T. Colpitts, assistant in mathematics .....		800.00	800.00
Miss Annie W. Fleming, assistant in secretary's office .....		600.00	600.00
Miss Sarah Ellis, assistant in domestic economy .....		600.00	600.00
Miss Alice Hess, assistant in domestic economy .....		300.00	300.00
F. J. Resler, director of music .....		500.00	500.00
Mrs. J. Resler, instructor in instrumental music. ....		100.00	100.00
Miss Vina E. Clark, librarian .....		725.00	725.00
Miss Olive Stevens, assistant in library ....		375.00	375.00
W. W. Otto, assistant in library .....		100.00	100.00
W. T. Shaw, assistant in zoology .....		800.00	800.00
Miss A. E. Paddock, assistant in botany ...		350.00	350.00
W. T. Shaw, assistant in entomological section of station .....	400.00		400.00
E. E. Little, assistant in horticultural section of station .....	400.00		400.00
Miss Charlotte M. King, artist for station ..	375.00		375.00
———, assistant in botany section of station .....	300.00		300.00
C. E. Ellis .....	400.00		400.00
Totals .....	\$ 2,475.00	\$19,705.00	\$22,180.00

The following is a summary of the expenditures on account of the support funds for the biennial period, together with the appropriations for the present fiscal year:

	Expenditures for 1899-1900.	Expenditures for 1900-1901.	Appropriations for 1901-1902.
Salaries .....	\$50,946.10	\$59,695.45	\$65,163.82
Department expenses .....	14,183.11	14,257.83	16,005.00
General expenses .....	9,904.95	12,208.91	12,664.00
Totals .....	\$75,034.16	\$86,162.19	\$93,832.82

V. MISCELLANEOUS SOURCES OF INCOME.

The college has received under this head the following sums during the biennial period:

Rental of rooms in college dormitories .....	\$5,703.83
Diploma fees .....	761.43
Rental on donated land .....	67.20
Agricultural scholarship fund .....	200.00
Total .....	\$6,732.46

The following exhibits show how these sums, together with the balances on hand at the beginning of the biennial period, are accounted for:

## ROOM RENT.

## RECEIPTS.

Balance at the beginning of the fiscal period.....	\$ 1,471.22
Received from students and others.....	5,703.83
Total.....	\$ 7,175.05

## EXPENDITURES.

Wages of college carpenter making current repairs upon student dormitories.....	\$ 279.70
Repairs upon rooms in office building and creamery dormitories.....	96.48
Cottage dormitories, repairs.....	313.73
Metal ceiling and painting side walls of student dining room.....	861.00
Heating and lighting dining room and servants' hall....	470.92
Repairs and furniture for Margaret hall dormitory.....	400.35
Furniture for rooms in main building dormitory.....	790.79
Repairs in main building.....	569.84
Expenses in student hospital during typhoid fever epidemic.....	3,339.81
Total.....	\$7,122.62
Balance on hand.....	52.43
	\$7,175.05

## DIPLOMA FUND.

## RECEIPTS.

Balance at the beginning of the fiscal period.....	\$ 1,038.68
Received from \$5.00 fee charged graduates.....	761.43
Total.....	\$ 1,800.11

## EXPENDITURES

Expense of diplomas.....	\$ 245.17
Record cards.....	181.45
Expenses of keeping student records.....	178.10
Programs of student exercises.....	17.25
Classification cards.....	38.25
Cabinet for student records.....	37.50
Class books, stamps, and express.....	11.44
Expenses in student hospital during typhoid fever epidemic.....	957.15
Total.....	\$ 1,666.31
Balance on hand.....	133.80
	\$1,800.11

A statement of the reason why some of the hospital expenses were charged to these accounts is made further on in this report under the head of college hospital.

#### DONATION FUND.

Balance at the beginning of the biennial period.....	\$ 60.88
Rent collected.....	67.20
Balance on hand (no expenditures).....	<u>\$ 128.08</u>

#### AGRICULTURAL SCHOLARSHIP FUND.

The \$200 credited to this fund comes from the Clay, Robinson Co. prizes won by the agricultural department at the Chicago fat stock show in the fall of 1900.

### VI. STEWARD'S ACCOUNTS.

The accounts of the steward's departments are kept separate from those of the college proper for the reason that neither state nor national funds are involved.

All the expenses of this department are paid from its receipts and the board acts simply as a trustee in the management of its affairs.

#### THE BOARDING DEPARTMENT.

Mr. J. F. Cavell is employed by the board as steward in this department. Since he also acts as custodian of buildings, his salary of \$1,200 is equally divided between the boarding accounts and the building fund. The college treasurer, under the orders of the board, makes all collections and pays all bills, such bills having first been passed upon by the college board of audit. A standing committee of the board of trustees has general oversight of the department, and its accounts are thoroughly examined by the board at the close of each fiscal year. The receipts and disbursements during the biennial period are as follows:

#### RECEIPTS.

Cash balance on hand at the beginning of biennial period .....	\$ 535.68
Receipts from students and others, 1899-1900.....	\$ 31,805.14
Receipts from students and others, 1900-1901.....	25,795.66    57,600.80
Total .....	<u>\$ 58,136.43</u>



## DISBURSEMENTS.

Paid for labor and supplies, 1899-1900.....	\$ 32,324.11	
Paid for labor and supplies, 1900-1901.....	25,810.28	
	<hr/>	\$ 58,134.39
Cash balance on hand.....		2.04
		<hr/>
Total.....		\$ 58,136.43

The present financial condition of the department is shown in the following statement:

Unpaid bills.....		\$ 1,133.04
Cash on hand.....	\$ 16.66	
Accounts collectible.....	153.77	
Inventory of supplies.....	247.28	
	<hr/>	\$ 417.71
		<hr/>
Debit balance.....		\$ 720.33

The following are the department balances at the close of each of the last three fiscal years:

1899 credit balance .....	\$ 1,231.67
1900 credit balance .....	127.40
1901 debit balance .....	720.33

Owing to the erection of private boarding houses adjacent to the college-grounds, the number of students boarding in the college dining-hall has been materially decreased during the past year, leading to a reduction of the income of the department, as will be noticed in the report, of about \$6,500. This decrease in patronage, together with a marked increase in the cost of supplies, accounts for the unfavorable balance at the close of the year. The trustees, having decided that under the present conditions first class table-board cannot be furnished at \$2.25 per week, fixed the price for the coming school year at \$2.75 per week, with a charge of twenty-five cents for single meals. After due consideration it was announced as the policy of the board that no concession to private parties to establish lunch-counters upon the college-grounds would be granted, but that the board viewed with favor the movement to furnish, outside of the grounds, facilities for rooming and boarding students. With the increase in the price of table-board, the cost to the student entering college of board, fires, lights, laundry, books, and incidentals may still be limited to \$175 for the school-year of thirty-three weeks.

## DEPARTMENT OF FIRES, LIGHTS, AND INCIDENTALS.

This department has the following sources of income:

(a) Every student whether boarding in the college dormitories or not pays to the fires and lights fund the sum of \$5 per term.

(b) An additional charge of fifty-five cents per week is made against all students rooming in the main building or Margaret hall; while students having rooms in the creamery building or the boarding cottages pay forty cents per week.

(c) A small profit is made on coal furnished parties living on the college campus.

Any deficit at the end of the year is charged to the college support fund and is considered as a fair equivalent for heating, lighting, and care of the public rooms.

The receipts and expenditures for the past two years are as follows:

#### RECEIPTS.

Receipts from students and others 1899-1900.....	\$ 15,954.97	
Receipts from students and others 1900-1901.....	15,910.11	
	<hr/>	\$ 31,865.08
Paid by college support fund 1899-1900.....	64.75	
Paid by college support fund 1900-1901.....	4,016.05	4,080.80
	<hr/>	<hr/>
Total receipts.....		\$ 35,945.88

#### EXPENDITURES.

Paid for supplies and labor 1899-1900.....	\$ 16,019.72	
Paid for supplies and labor 1900-1901.....	19,926.16	
	<hr/>	
Total expenditures.....		\$ 35,945.88

The expenditures for the past year can be itemized as follows:

Janitor service.....	\$ 4,283.94	
Heating service.....	8,196.58	
Lighting service.....	2,284.64	
Water and plumbing service.....	2,302.97	
Service for other departments afterwards paid by them.....	2,478.61	
Office work.....	429.42	
	<hr/>	
Total.....		\$ 19,926.16

It will be noticed that the cost to the college of heating and lighting the public rooms was much greater the second year than the first. This is largely due to the change in the school year of the college by which the long vacation, formerly coming in the winter, now comes in the summer.

#### THE COLLEGE HOSPITAL.

The college hospital was established in 1885. It was organized upon a self-supporting basis, the entire cost of its maintenance being paid from the proceeds of a hospital fee charged

college students. This fee at first was sixty cents per term for each student, but as the service was improved the charge was advanced to \$1.25. The fee insured to each student, taken sick while attending college, free nursing and expert medical attendance. For many years the income received proved sufficient to meet all expenses, and upon the basis of long experience the board felt warranted in making the pledge to the student as to care during sickness, a very strong and distinct one.

In the compendium of 1900 it was promised that the student paying the hospital fee would be taken care of free of personal expense however much he might be ill. It was under this pledge that the college encountered in the fall of 1900 the typhoid fever epidemic, caused by an infected milk supply. The fund was found insufficient to meet the extraordinary expenses of this sickness, and in the emergency a portion of such expense was charged as already shown to the funds received from students for diplomas and for the rent of rooms. A number of bills are yet unpaid, but under conservative management these can all be met from the student funds during the coming year. No state or national funds have been used to meet these hospital expenses. The account with the hospital itself for the two years stands as follows:

#### COLLEGE HOSPITAL FUND.

##### RECEIPTS.

Balance on hand July 1, 1899.....		\$ 156.44
Received from students 1899-1900.....	\$1,225.40	
Received from students 1900-1901 .....	2,388.45	3,613.85
	<hr/>	<hr/>
Total.....		\$3,770.29

##### DISBURSEMENTS.

Paid for medical attendance, labor and supplies.....	\$1,240.12	
Paid for medical attendance, labor and supplies.....	2,079.63	
	<hr/>	\$ 3,319.75
Cash balance on hand July 1, 1901.....		450.54
		<hr/>
Total.....		\$ 3,770.29

In order to better provide for the accommodation of sick students, and at the same time insure that the expenses of their care shall not exceed the income derived from the fees charged, the board at its meeting in 1900 adopted the following rules for the government of the hospital:

1. The hospital fee for the term is fixed at \$2.50, and is required of all students living in college buildings.

2. Students entering the hospital shall be charged \$3 per week for board, fires, and lights. No other charge on these accounts shall be made by the college during the time the student is in the hospital.

3. For any time in excess of three consecutive weeks per term spent in the hospital, an additional charge above that mentioned shall be made of \$4 per week.

4. In case a special nurse or physician is employed, the expenses shall be borne by the particular patient. The selection of such physician or nurse shall be approved by the college physician.

5. Students not making the hospital deposit will be admitted to all the privileges of the hospital allowed students making the deposit upon the basis of a charge of \$10 per week.

6. The college physician is authorized to exclude from the college dormitories and recitation rooms any person afflicted with a contagious disease.

7. The privileges of the hospital shall not be extended to cases of smallpox.

8. The college assumes no responsibility whatever, and the hospital fee of \$2.50 does not provide for medical attendance, nurses, medicine, or other expenses incurred in treating or caring for students afflicted with smallpox.

9. The charges named are based upon the probable actual cost of medical attendance and hospital service, and the fund created will be carefully devoted to those purposes. The college will not assume any liability beyond the extent of the fund so created.

10. The privileges of the hospital are extended to students not rooming in the college buildings, provided (1), that no calls shall be made by the physician at their residence, and (2) that the usual hospital fee is paid within the first ten days of the term.

The hospital building is neat, commodious, and well located. It is heated by furnaces, lighted by gas, and has perfect sanitary plumbing. The hospital is under the charge of the college physician, Dr. W. E. Harriman, assisted by a professional nurse and a competent housekeeper. It has proven a great blessing to the student body in the past and as now organized promises even better results for the future.

#### OTHER STEWARD ACCOUNTS.

The remaining accounts of the steward's department may be summarized as follows:

	Old Balance.	Receipts.	Expendi- tures.	Present Balance.
Damages.....	\$298.14	\$185.20	\$ 75.00	\$403.34
Piano rent.....	41.20	284.25	324.45	1.00
Elocution fees.....	75.55	200.28	269.78	6.00
Total balances.....				\$410.34

If to this there is added:

Boarding department balance..... \$ 2.04

College hospital balance.....	450.54
We have as the total balance to the credit of the steward's department funds.....	<u>\$362.92</u>

#### VII. ACCOUNT WITH THE COLLEGE TREASURER.

The college treasurer keeps three separate ledgers devoted respectively to (a) the general college funds; (b) the experiment station fund; (c) the steward department funds. In the account of the secretary of the board with this officer a similar division is made. From the duplicate receipts filed with him the secretary charges the treasurer with all items of cash received under each of the three heads, and credits him with expenditures made on bills properly audited.

The following exhibits, taken from the secretary's books, show in condensed and classified form the receipts and disbursements making up the debit and credit sides of the general college ledger during this biennial period:

#### A. RECEIPTS AND DISBURSEMENTS FOR THE FISCAL YEAR ENDING JUNE 30, 1900.

##### RECEIPTS.

Cash balance on hand July 1, 1900.....	\$ 13,368.60
State appropriations for buildings, repairs, and improvements .....	25,243.78
National support fund.....	66,819.27
Sales of departments... ..	36,753.12
Accumulated interest loans paid in for transfer to financial agency.....	19,365.56
Right of way damages.....	500.00
Miscellaneous items:	
Room rent .....	\$ 3,011.18
Diploma fees.....	380.00
Rent on donated land.....	32.00
	<u>3,423.18</u>
Total charged treasurer on account of general funds....	<u>\$165,473.51</u>

##### DISBURSEMENTS.

For maintenance of college departments as per exhibit "A"....	\$ 75,034.16
For buildings, repairs, and improvements.....	25,243.78
From room rent and diploma funds for repairing dormitories, purchasing furniture, and diplomas.....	4,250.55
Proceeds of department sales expended.....	36,753.12
Principal of interest fund loans remitted state treasurer.....	19,365.56
	<u>\$ 160,647.17</u>
Total disbursements.....	<u>4,826.34</u>
Cash balance on hand belonging to general funds...	
Total.....	<u>\$ 165,473.51</u>

B. RECEIPTS AND DISBURSEMENTS FOR THE FISCAL YEAR ENDING  
JUNE 30, 1901.

RECEIPTS.

Cash balance on hand July 1, 1900.....	\$ 4,826.34	
Sale notes, paid.....	211.47	
Loan for purchasing stock, paid.....	682.65	
	<hr/>	\$ 5,700.46
National support fund.....	68,801.05	
State support fund.....	25,000.00	
	<hr/>	93,801.05
State fund for improvements and repairs.....		24,556.97
State appropriation for buildings.....	53,592.22	
State appropriation for purchasing pure bred stock .....	5,566.51	
	<hr/>	59,158.73
State providential fund.....		16,909.58
Sales of departments.....		31,863.95
Interest funds loans collected for transfer to financial agency.....		12,384.44
Miscellaneous items:		
Room rent.....	\$ 2,692.65	
Diploma fees .....	381.43	
Rent on donated land.....	35.20	
Agricultural scholarship fund .....	200.00	\$ 3,309.28
	<hr/>	<hr/>
Total charged treasurer on account of general funds.....		\$247,684.46

DISBURSEMENTS.

For maintenance of college departments.....	\$ 86,162.19
For buildings, repairs, improvements, and pure bred stock.....	100,631.43
On room rent and diploma accounts.....	4,538.38
Proceeds of department sales, expended.....	31,863.95
Principal of interest fund loans remitted state treasurer.....	12,384.44
Railroad right-of-way damages remitted state treasurer.....	500.00
	<hr/>
	\$236,070.39
Cash balance on hand belonging to the general funds.....	11,614.07
	<hr/>
	\$247,684.46
This balance belongs to the following funds:	
Interest fund.....	\$ 11,007.96
State appropriations.....	3.85
Donation fund.....	128.03
Diploma fund.....	133.80
Room rent.....	52.43
Railroad damages....	88.00
Agricultural scholarship.....	200.00
	<hr/>
Total .....	\$ 11,614.07

The receipts and expenditures on account of the experiment station and the steward's department have already been sufficiently summarized under their respective heads.

Trustees Robinson and Gabrilsen, acting for the board, made a most careful examination of the treasurer's books and vouchers at the close of each of the fiscal years included in the biennial period, and duly certified the accounts correct. They reported the following cash balances on hand June 30, 1901.

General ledger.....	\$ 11,614.07
Experiment station.....	53.59
Steward's accounts.....	862.92
Total.....	\$ 12,530.58

Herman Knapp was re-elected treasurer, his bond being fixed at \$50,000. Said bond has been filed with the secretary of state and approved by him.

#### VIII. CONDITION OF THE COLLEGE SUPPORT FUNDS.

It has been the policy of this report, in dealing with the funds available for the support of the educational departments of the institution, to exclude the appropriation made by section 2674 of the Code and also the experiment station fund. The first has always been used for repairs and minor improvements, and, as has already been shown in this report, is not sufficient to meet the college needs in that direction. The experiment station fund is excluded since no portion of it can be used for educational purposes.

The following table shows the income of the support funds for each of the two years together with the cost of maintaining the educational departments; also an estimate of the income and expenditures for the present year.

The cash balance has of course decreased or increased each year according as the expenditures have been more or less than the income.

#### SUPPORT FUNDS.

Year.	Income.	Expenditures.
Ending June 30, 1900.....	\$ 66,819.27	\$ 75,034.16
Ending June 30, 1901.....	98,801.05	*88,460.34
Ending June 30, 1902.....	88,000.00 (estimated)	93,832.83
Ending June 30, 1903.....	85,000.00 (estimated)	

\* This sum includes, in addition to the \$86,162.19 of expenditures, shown on a previous page, the cost of the catalogue and compendiums for that year, \$2,298.15, not paid until the following year.

The figures show:

*First.* That the income of the college, which, at the beginning of the biennial period had been greatly diminished by the reduction in the rate of interest, was, in the first year of that period, some \$8,200 below the basis of expenditure on which the college was running. Since that time the annual expenses of the college have increased, in round numbers, \$19,000, making the present basis of expenditure over \$27,000 above the income at the beginning of the biennial period.

*Second.* That the income has not increased to the same amount. Several temporary influences, such as the collection of delinquent interest and a change in the system of accounts which brought the interest collections of thirteen months within the year, caused the income of the second year, despite a reduction in the rate of interest upon many loans, to exceed that of the first by more than the \$25,000, which the last general assembly granted as an addition to the annual support fund. With the disappearance however, of the temporary influences mentioned and the further change of 6 and 7 per cent mortgages into those bearing only 5 per cent interest the income will be so reduced as to bring it for the present year to a basis only \$21,000 above that at the beginning of the biennial period. Thus while the expenditures are now \$27,000 above the income at that time, the increase in income is only \$21,000, showing as do the actual figures for the year, in the table, that the college is now running upon an expense basis \$6,000 above its present income. This it can do for a single year by taking \$6,000 from its present cash balance, but since the balance at the end of the year will not exceed \$3,000 it cannot continue the process. It is moreover estimated that during the year the income will be still further reduced by some \$3,000. The college will then be running upon a basis of expense no greater than the present yet \$9,000 above its income. In other words, it will require an addition to our annual support fund of \$9,000 to maintain the college upon its present basis of expenditure.

To keep the expenses down to the present figures the board was compelled at its last meeting to refuse askings, many of which it regarded as vital to the welfare of the college, amounting in all to more than \$20,000.

The urgent need of additional funds with which to further develop some of the important features of the college work is fully set forth in the president's report.



## IX. MISCELLANEOUS MATTERS.

In order to reach a division of the college income that would best further the interests of the various departments, and at the same time insure that the expenditures of the college as a whole were kept within the limit of the available funds, the board adopted the following resolution:

*Resolved*, that the heads of the college departments be directed to report through the president, at the close of each fiscal year, carefully prepared detailed estimates of funds needed in their departments during the ensuing year for maintenance, support, and additional equipment; also, under separate head, a detailed statement of the amount required for repairs and improvements. These reports are required in order that the entire fund available for support and improvements during the ensuing year may be equitably apportioned and advantageously applied to the needs of the various departments and to the college as a whole. No further appropriation shall be asked during such year by the head of any department, nor will any additional appropriation be made by the board of trustees except in case of urgent and unforeseen emergency.

The following rules relating to the departments were adopted:

1. The heads of all departments shall file complete inventories at the close of each fiscal year.
2. All bills for goods purchased or services rendered on account of the college shall be made out in the name of the institution stating the department for which such goods or services were ordered and by whom ordered.
3. Professors and officers of the college are directed not to incur personal expense bills on college account except such expense is authorized by the chairman of the committee having charge of the department to which such expense is chargeable, and the written approval of such chairman must be indorsed upon the expense bill prior to its presentation to the board of trustees for audit.
4. In case the services of a veterinarian are required for the stock of either farm or experiment station, the professor of agriculture is empowered to call on Dr. McNeall to treat the same. Dr. McNeall is authorized, at his discretion, to call on the other professors of his department for consultation and assistance.
5. The funds appropriated for the fiscal year ending June 30, 1902, are made available pro rata only, as the months shall pass, except upon consent of the auditing committee, obtained before the obligation to be paid from such appropriation shall have been incurred.

In compliance with the request of the Twenty-seventh General Assembly the following rule relating to student government was adopted by the board:

The use of intoxicant liquors by students of the college and the frequenting of places where the same is kept or sold as a beverage is prohibited. The president is authorized to suspend or expel any student found guilty of either of these provisions.

The following table shows the number of students graduating in the different college courses during the past two years:

	First Year. Nov., 1899.	Second Year Nov., 1900.      June, 1901.		Total.
In the course in agriculture.....	7	10	15	25
In the course in the sciences relat- ing to the industries.....	25	18	2	15
In the course in mechanical engi- neering .....	3	2	.....	2
In the course in civil engineering...	4		4	4
In the course in electrical engineer- ing.....	15	.....	4	9
In the course for women.....	12	9	1	10
In the course in veterinary science.	5	6	1	7
	71			72

Appropriate degrees were conferred upon these gradatues.

In November, 1899, the degree of Master of Scientific Agriculture (M. S. A.) was conferred upon F. W. Bouska, and the degree of Master of Science (M. Sc.) upon Wilman Newell.

In December, 1900, the degree of Master of Science (M. Sc.) was conferred upon J. C. Brown, H. N. Grettenberg, and Elmer R. Hodson; and the degree of Master of Scientific Agriculture (M. S. A.) upon J. J. Vernon.

In June, 1901, the degree of Master of Scientific Agriculture (M. S. A.) was conferred upon S. E. Barnes, E. E. Little, and H. Harold Hume.

Respectfully submitted.

E. W. STANTON,  
*Secretary.*

## TREASURER'S REPORT:

*The following is a complete statement of the transactions of all the accounts for the fiscal year ending June 30, 1900.*

[illegible]



## TREASURER'S REPORT—STEWARD'S DIVISION.

	BALANCES JULY 1, 1899.		FISCAL YEAR.		TOTALS.		BALANCES JUNE 30, 1900.	
	Debit.	Credit.	Debit.	Credit.	Debit.	Credit.	Debit.	Credit.
Boarding Dept.....		\$ 535.63	\$32,324.11	\$31,805.14	\$32,324.11	\$32,340.77		\$ 16.66
Damages.....		293.14	25.00	74.35	25.00	367.49		342.49
Hospital.....		156.44	1,240.12	1,225.40	1,240.12	1,381.84		141.72
Fires, lights and incidentals.....			15,964.84	15,964.84	15,964.84	15,964.84		
Piano rent.....		41.20	131.45	90.25	131.45	131.45		
F. J. Resler.....			35.50	35.50	35.50	35.50		
A. M. Newens.....		75.55	228.53	152.98	228.53	228.53		
Cash to balance..	\$ 1,101.96			601.09	500.87		\$ 500.87	
Total.....	\$ 1,101.96	\$ 1,101.96	\$49,949.55	\$49,995.55	\$50,450.42	\$50,450.42	\$5003.87	\$ 500.87

## TREASURER'S REPORT—EXPERIMENT STATION.

*Expenditures on account of government appropriation for the fiscal year ending June 30, 1900.*

	GOVERNMENT APPROPRIATION.	
	Debit	Credit
Appropriation (government).....		\$ 15,000.00
Salaries.....	\$ 6,000.00	
Stenographer.....	220.00	
Artist.....	364.35	
General expenses.....	646.21	
Bulletins.....	1,514.47	
Agricultural section.....	2,240.31	
Botany section.....	479.20	
Chemical section.....	956.00	
Dairy section.....	853.31	
Entomology section.....	487.53	
Horticultural section.....	861.47	
Veterinary section.....	368.15	
Total.....	\$15,000.00	\$ 15,000.00

EXPERIMENT STATION—CREDITS.  
(Sales.)

	BALANCE JULY 1, 1899.		FISCAL YEAR.		TOTALS.		BALANCE JUNE 30, 1900.	
	Debit	Credit.	Debit.	Credit.	Debit.	Credit.	Debit.	Credit.
Experiment Sta- tion.....		\$ .38	\$2,234.49	\$2,829.67	\$2,234.49	\$2,830.05		\$595.56
Cash to balance..	\$ .38		595.18		595.56		\$595.56	
Total.....	\$ .38	\$ .38	\$2,829.67	\$2,829.67	\$2,830.05	\$2,830.05	\$595.56	\$595.56

STATE APPROPRIATIONS.

	DRAWN FROM STATE TREASURER.	EXPENDED.
Improvements and current expenses year ending June 30, 1899.	\$ 5,987.71	\$ 5,987.71
Improvements and current expenses year ending June 30, 1900. ..	12,369.62	12,369.62
General engineering fund .....	505.26	505.26
Horse barn and judging pavilion .....	2,886.90	2,886.90
Pure-bred stock.....	3,494.29	3,494.29
Total.....	\$ 25,243.78	\$ 25,243.78

Respectfully submitted,

HERMAN KNAPP,  
*Treasurer.*

## TREASURER'S REPORT.

The following is a complete statement of the transactions of the accounts for the fiscal year ending June 30, 1901.

ACCOUNT	BALANCE JULY 1, 1900.		FISCAL YEAR.		TOTALS.		INTEREST FUND.		STATE SUPPORT FUND.		BALANCES JUNE 30, 1901.	
	Debit.	Credit.	Debit.	Credit.	Debit.	Credit.	Debit.	Credit.	Debit.	Credit.	Debit.	Credit.
to		\$ 2,494.98		\$ 1,014.36		\$ 3,509.34		\$ 3,509.34				
Interest collected from old sale				211.47		211.47						
notes				1,809.82		1,809.82		1,809.82				
Interest on accumulated inter-				40,934.37		40,934.37		40,934.37				
est....												
Interest on investment of				42.50		42.50		42.50				
by												
	24,784.44	24,784.44	12,384.44	12,384.44	\$ 12,384.44	24,784.44					\$12,400.00	\$12,400.00
		92.83		35.20		128.03						128.03
		950.94		261.43		1,332.37						133.86
		699.59		2,692.65		3,339.81						51.43
				25,000.00		25,000.00				865,000.00		
				200.00		200.00					200.00	
		88.00				88.00					88.00	
		500.00				500.00						
			25,000.00	25,000.00	25,000.00	25,000.00						
			17,936.78	17,936.78	17,936.78	17,936.78		817,936.78				
			13,243.76	13,243.76	13,243.76	13,243.76			\$ 2,644.42			
			10,651.22	10,651.22	10,651.22	10,651.22		990.94				
			1,817.17	1,817.17	1,817.17	1,817.17						
			2,552.60	2,552.60	2,552.60	2,552.60			787.67			
			2,843.97	2,843.97	2,843.97	2,843.97			2,197.99			
			2,214.04	2,214.04	2,214.04	2,214.04			1,380.71			
			1,208.22	1,208.22	1,208.22	1,208.22						
			9,513.53	9,513.53	9,513.53	9,513.53			699.18			
			2,105.68	2,105.68	2,105.68	2,105.68			3,149.40			
			1,796.67	1,796.67	1,796.67	1,796.67			1,798.05			
			1,252.66	1,252.66	1,252.66	1,252.66			460.23			
			683.56	683.56	683.56	683.56			871.90			
			4,016.05	4,016.05	4,016.05	4,016.05						
			6,499.28	6,499.28	6,499.28	6,499.28		6,499.28	4,016.05			





TREASURER'S REPORT—STEWARD'S DIVISION.

ACCOUNT.	BALANCES JULY 1, 1900.		FISCAL YEAR.		TOTALS.		BALANCES JUNE 30, 1901.	
	Debit.	Credit.	Debit.	Credit.	Debit.	Credit.	Debit.	Credit.
Boarding department .....		\$ 16. 66	\$25, 810. 28	\$25, 795. 66	\$25, 810. 28	\$25, 812 32	...	\$ 2. 04
Damages .....		342. 49	50. 00	110. 85	50. 00	453 34	.....	403. 34
Hospital.....		141. 72	2, 079. 63	2, 388. 45	2, 079. 63	2, 530. 17	.	450. 54
Fires, lights and inci- dentals .....		..	19, 926 16	19, 926. 16	19, 926 16	19, 926. 16	.. .....	.....
Piano rent .....		.....	193. 00	194. 00	193 00	194. 00	.....	1. 00
A. M. Newens .....		.....	41. 25	47. 25	41. 25	47. 25	.....	6. 00
Cash to balance.....	\$500. 87	.....	362. 05		862. 92	.....	862. 92	.....
Total . .....	\$500. 87	\$500. 87	\$48, 462. 37	\$48, 462 37	\$48, 963. 24	\$48, 963. 24	\$862. 92	\$862. 92

TREASURER'S REPORT—EXPERIMENT STATION.

Expenditures on account of the government appropriations for the fiscal year ending June 30, 1901.

ACCOUNT.	GOVERNMENT APPROPRIATIONS.	
	Debit.	Credit.
Appropriation (Government).....	.....	\$ 15, 000. 00
Salaries.....	\$ 4, 655. 00	
Stenographer.....	360. 00	
Artist.....	375 00	
Bulletins .....	1, 077. 46	
General expenses.....	453 57	
Agricultural section.....	3, 142 11	
Botanical section.....	549. 96	
Chemical section .....	1, 000. 00	
Dairy section .....	820. 79	
Entomology section....	675. 00	
Horticultural section..	1, 394 91	
Veterinary section .....	490. 20	
Total.....	\$15, 000. 00	\$ 15, 000. 00

EXPERIMENT STATION—CREDITS.

(Sales by departments.)

	BALANCES JULY 1, 1900.		FISCAL YEAR.		TOTALS.		BALANCES JUNE 30, 1901	
	Debit.	Credit.	Debit.	Credit.	Debit.	Credit.	Debit.	Credit.
Experiment sta- tion.....		\$ 595. 56	\$3, 018. 46	\$2, 476. 49	\$3, 018. 46	\$3, 072. 05	.....	\$ 53. 59
Cash to balance..	\$ 595. 56	.....	.....	541. 97	53. 59	.....	\$53. 59	.....
Total.	\$ 595 56	\$ 595. 56	\$3, 018. 46	\$3, 018. 46	\$3, 072. 05	\$3, 072. 05	\$53. 59	\$ 53. 59

STATE APPROPRIATIONS.

ACCCUNT.	DRAWN FROM STATE TREASURER.	EXPENDED.	BALANCES JUNE 30, 1901.
Improvements and current expenses, year ending June 30, 1900.....	\$ 6,130.38	\$ 6,130.38	.....
Improvements and current expenses, year ending June 30, 1901.....	18,426.59	18,422.99	\$ 3.60
State providential fund .....	16,909.58	16,909.58	.....
President's residence. ....	10,000.00	10,000.00	.....
General engineering hall .....	34,479.12	34,478.87	25
Horse barn and judging pavillon .....	9,113.10	9,113.10	.....
Pure bred stock.....	5,566.51	5,566.51	.....
Total.....	\$ 100,625.28	\$ 100,621.43	\$ 3.85

Respectfully submitted,  
HERMAN KNAPP,  
*Treasurer.*

